DOCUMENT RESUME

ED 029 445 EC 003 994

Physical Activities for the Mentally Retarded; Ideas for Instruction.
American Association for Health, Physical Education and Recreation, Washington, D.C.
Pub Date 68
Note- 146p.
Available from- American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 ($2.00).
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors- Athletic Equipment, Athletics, Body Image, *Exceptional Child Education, Games, *Mentally Handicapped, Perceptual Motor Coordination, Physical Activities, *Physical Education, Physical Education Facilities, Psychomotor Skills, Recreational Activities, Skill Development, Student Evaluation, *Teaching Methods, Unit Plan

A viewpoint regarding physical education and recreation for the retarded is presented, and the development of fundamental motor skills, including postural orientation, locomotor, and other skills, is detailed. Teaching techniques are suggested, and activities are outlined on three levels: level 1, basic movement patterns, fundamental motor skills, initial perceptual development, primitive conceptual formation, and development of self awareness, body concept, and self image; level 2, activities of low organization in which patterns, movements and skills developed at level 1 are applied to increasingly complex situations; and level 3, adapted and lead-up activities in which patterns, movements, and skills are used to prepare the individual for participation in sports, games, and higher organized activities. Sample units on bowling and softball (level 4 activities), a classification index of all activities, a 15-item annotated bibliography, and a form for evaluation of and suggestions for the document are also included. (JD)

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physical activities for the mentally retarded

(ideas for instruction)

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PHYSICAL ACTIVITIES FOR THE MENTALLY RETARDED

Ideas for Instruction

Project on Recreation and Fitness for the Mentally Retarded
and Lifetime Sports Education Project of the
American Association for Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W., Washington, D.C., 20036

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A Department of the National Education Association
1201 Sixteenth Street, N.W., Washington, D.C., 20036

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PREFACE

This publication is a practical answer to the cry for "help" which is resounding nationally from those concerned with recreation and physical education for the mentally retarded. This response to the need for assistance is a result of a joint effort by the American Association for Health, Physical Education, and Recreation's Project on Recreation and Fitness for the Mentally Retarded and AAHPER's Lifetime Sports Education Project in cooperation with the Lifetime Sports Foundation.

This unique "ideas" approach for instruction is designed for use by physical education instructors of the mentally retarded, classroom teachers, parents, recreation personnel, volunteers, and those involved in teacher preparation. It is hoped that the basic knowledge presented in this publication will serve as a foundation for sessions in workshops on the local level, and will equip people to more effectively provide rewarding and realistic recreative experiences for the retarded. The word "instructor" as it appears in this book will refer to all who work with the retarded.

No one has felt the necessity for such a publication more than those who have participated in its preparation. Not one of them has failed to ponder, "Where and how do I go from here?". It is with this in mind that the program of progression was developed.

The contents are limited to activities promoting fundamental motor development and the exploration of three general areas of skill: (1) net, racket and paddle activities, (2) rolling, pushing, throwing and catching activities, and (3) striking and kicking activities. It was felt by those responsible for this project that these general areas afford the greatest opportunity for the development of skills basic to success in the largest number of specific sports. Although this publication is concerned with these skill areas, the values of other worthwhile sports and recreational activities have not been minimized. This information is designed as a guide for teaching some activities which are included in the framework of a comprehensive program. Currently, other groups are preparing guides in swimming, tumbling and gymnastics, and the development and use of innovative equipment and supplies.

It is anticipated that this publication will be revised periodically to include other valuable recreational activities and the refinement of materials included in this edition. To help in making revisions, and compiling a more comprehensive publication, we have inserted an evaluation sheet in the back of the book. Your cooperation in completing this sheet and returning it to us is requested. The inclusion in the evaluation of accomplished teaching techniques and successful leisure time activities for the retarded will be especially valued. From such evaluations, a more comprehensive publication can feasibly result.

Level I

Basic movement patterns; fundamental motor skills; initial perceptual development; primitive conceptual formation; development of self-awareness, body-concept, self-image

Level II

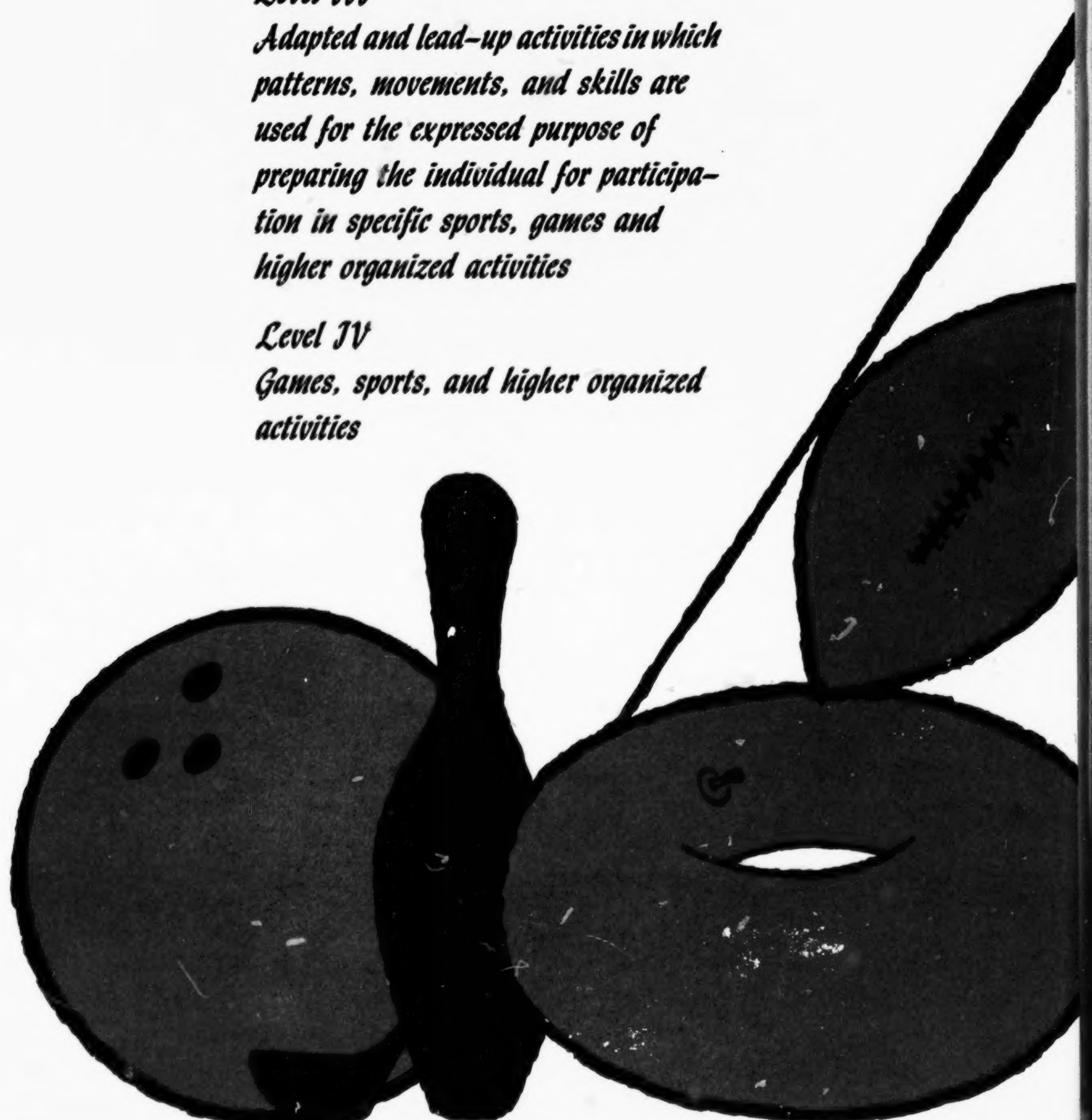
Activities of low organizations in which patterns, movements, and skills developed at the first level are applied to increasingly complex situations

Level III

Adapted and lead-up activities in which patterns, movements, and skills are used for the expressed purpose of preparing the individual for participation in specific sports, games and higher organized activities

Level IV

Games, sports, and higher organized activities



VIEWPOINT

Much has been extolled on the values of physical education and recreation as they relate to total human development. It is not the purpose of this publication to reinforce established principles, but rather to encourage the employment of these principles to programs for the retarded. In addition to the objectives and outcomes, as they apply to all, special consideration should be given to the unique implications for the retarded, whether these be inherent in the disability or imposed upon him by an unrealistic environment. An inherent implication may be the negative response to challenge so frequently evidenced. An environmental implication may be the result of established attitudes toward the retarded child. Every child deserves and, perhaps, requires the opportunity to experience excitement and imagined dangers in the pursuance of fun. It is never an earth-shaking event when a child skins his knee, or bruises a shin, in his quest for adventure. Skinned knees and bruised shins are no more than unfortunate and soon forgotten by-products of some of the most enriching and memorable events of childhood.

Basic to this philosophy is the fact that physical education is more than preparation for participation in lifetime recreational activities. The fun of activity, per se, can be an end in itself. Admittedly, fun is not a popular objective for physical educators to propound for the scrutiny of the academic world. However, no matter how theoretical and scientific a discipline may someday evolve, fun and enjoyment are the factors which will continue to convey to all the value of activity. Retarded children are unencumbered by such concepts as physiology and conditioning. They will not contend with the sublimation of fun to other objectives.

For the past several years, there has been increased concern for the enrichment of the retarded through physical education and recreation. Research has indicated that the values to be derived are far beyond visionary expectations. Activity programs have been initiated throughout the nation, but until recently there has been limited literature to provide guidance. Furthermore, there has been little organized provision for interchange of ideas among those working with the retarded. The materials included in this book provide a basis for instruction with emphasis on sequential progression. They are the compilation of activities which have been used effectively in teaching, and can be used to replace conjecture with positive planning.

Enlightenment is synonymous with communication. The following factors are those which the participants in this project feel to be fundamental to successful programming in physical education and recreation for the retarded.

1. No assumption of a child's knowledge or performance level should be made. Some degree of skill in one area of development should not be presumed as necessarily corresponding with other facets of development.

2. The chronological age of an individual should not be insulted. A boy who is eighteen years old, and has a mental age of six, should not carry a Donald Duck lunch pail, nor should he be subjected to the game "Kitty White and Mousey Gray." Sometimes, merely the name of the game needs to be changed to make it appeal to a particular group.

3. There is no magic formula for determining what personality characteristics of instructors engender most favorable responses in retarded children. Each instructor must individually capitalize on those qualities and techniques which he can apply most successfully. For some, it may be physical appearance, verbal skill, voice modulation, gestures, or colorful attire. Love, understanding, and the ability to communicate with the children are primary requisites for teaching. Total involvement of oneself in the activity also is required.

4. Fun is the most effective motivator for the retarded child. These children have difficuly in relating preparation to results. Skills must be taught through pleasurable activities rather than in rote situations which demand too much concentration and focus little attention on enjoyment. Simply, if it's not fun, they won't play.

5. Because the retarded tend to react negatively to the arduous, an instructor must base carefully all new experiences on the previous knowledge and skill of the child, thereby avoiding frustration. If errors in planning are inadvertently made, an alternate plan for activity should be initiated immediately. As many stimuli as possible should be used for instruction. These may include explanations appropriate to the mental age of the child, demonstrations, instructor enthusiasm, praise and rewards, and the use of as many concrete devices as practicable.

All of the preceding statements are meaningless unless they serve to complement a soundly structured program. It is essential for planners to know where they are going and how they are going to get there. The sequential progression provided in this book will ensure some direction. Although many of the activities will contribute to the fulfillment of several objectives, it is important that only one objective be emphasized at one time. For instance, a relay may lend itself to teaching the concepts of formation, discipline, following instructions, team play, or "winnership and losership." It also may be an efficient and "fun" way of practicing a skill. The instructor must identify one objective and convey this one objective to the children.

While the participants in this project do not wish to minimize the importance of objective evaluation, they realize that the time required for evaluation is lengthy. Objective evaluation demands specialized training. Furthermore, many of the recognized valid tests for skill are not applicable to the retarded. It is recommended that instructors develop confidence in their own observations and other subjective methods of evaluation.

In order to assure adequate opportunities for play and development, it is vital that rapport exist among the instructors of the child, his parents, and all those responsible for the administration of recreation. Methods of instruction must not conflict and must not interrupt sequential progression. All individuals and community agencies associated with recreation and physical education for the handicapped must coordinate efforts and planning to create maximum exposure to the many phases of recreation.

The diagram of superimposed triangles which appears at the beginning of this book clearly represents the relationships and interrelationships of the activities on various levels. At the bases of the triangles, it is evident that many activities are conducive to the development of more than one area of skill. As the levels progress, skills become more definitive and identify more clearly with the ultimate objective.

The beginning of each section of this book is preceded by the diagram of a triangle which is divided into four levels of progression. Instruction for sports activities which appear at the apex of each triangle is not included in this publication. The three lower levels contribute ultimately to the readiness required for this highest level. However, there are other sources available for the instruction of these sports and these should be consulted following mastery of the third level.

The first level deals with fundamental motor development and self-awareness. The greatest need for instructional information occurs on this level. Many of these basic skills are acquired spontaneously by normal children through natural play activities, through mimetics and through their ingenuity and exploring body movement. Retarded children, lacking these innate qualities of inquisitiveness and response to stimuli, require specialized instruction in basic movement. The second and third levels of the triangle deal with activities of low organization, and adapted and lead-up games.

The functioning level of a child, rather than the mental age or chronological age, will determine the starting point for programming. Varying mental and physical capabilities will govern the ultimate progress of children. Whereas a lead-up game may serve as a preparatory activity for some, for others, it may represent a terminal level of skill. For some children, activities on the second and third levels will be ends in themselves. As much enthusiasm should be generated for these accomplishments as for the success of more highly skilled students in more demanding sports.

Although the motivation for this publication was to help those who work with the retarded, it should be appreciated that such a delineative approach could prove valuable in any teaching situation. It is the application of the basic principles of education to the physical. It is a clearly illuminated path which leads from the simple to the complex and the known to the unknown.

Several charts dealing with basic concepts and motor skills involved in each of the activities are included. These suggest what primary skills and concepts can be taught or reinforced through the various games and activities. The categories within each listing are not exclusive and activities may be structured or modified by the instructor to emphasize still other skills and concepts.

Few communities throughout the nation have failed to meet the challenge of Little League baseball and other organized "League" efforts. Few communities have failed to provide neighborhood recreation facilities. Community recreation is becoming highly specialized with programs designed to fill the needs of its constituents from pre-school through retirement. In the past, the challenge of recreational provisions for the handicapped has largely been ignored or tokenly initiated by public recreation agencies. Although exceptional child educators have recognized the value of recreation and physical activity, the great public concern has been for the development of economic efficiency, with little stress on those enriching factors which make life worth living. However, there is reason for increased optimism and hope for the handicapped. More and more municipalities have become involved in this phase of recreation and quality programs are on the upswing. Colleges and universities are training recreation majors as specialists in working with the handicapped. Their impact in the field of public recreation is impending. It is foreseeable that a proportionate amount of budgeted funds will reflect the ratio of the handicapped within a community.

The true merit of recreation and physical education for the retarded can be valued no more highly than by those who work in the field. No area of development yet explored can contribute so much to the social enrichment of the retarded and the maturation of positive attitudes toward these special children. The greatest moments are when passivity is superseded by activity without external stimuli, when quiescence ceases and independent vitality begins, when purposeful movement replaces restive, involuntary responses; and, finally, that magic moment when a neighboring child might ask, "Can Johnny come out to play?"

DEVELOPING THE FUNDAMENTAL MOTOR SKILLS

Workers in physical education, psychology, and other behavioral sciences have long been attempting to build motor capacity tests which measure general motor performance in the same way that intelligence tests are supposed to measure mental performance. Several scales have been developed but for a number of reasons they have not been successful in giving an accurate and overall appraisal.

There appears to be no single factor of motor ability. Various motor abilities have been found to be only slightly related; gross and fine motor abilities seem to function independently of each other. Gross motor movements are related only to the extent that the same muscles and muscle groups are similarly involved in the actions. Some activities, which upon superficial analysis have been called general muscular or gross motor activities, in fact involve small muscle action and fine motor coordination. It appears that motor learning which functions in gross bodily activities involved in throwing, batting, or kicking an object differs from the motor learning involved in executing bodily movements not requiring control of an object. Motor abilities seem to be fairly specific and discrete. There are great individual differences in ability to learn motor skills; the same person may perform well in one motor skill and very poorly in another.

Many specific and identifiable factors have been shown to contribute to the successful performance of motor activities. Included are qualities like strength, speed, endurance, agility, flexibility, balance, and coordination. Other important traits involve body size, height, weight, physique, general vision, peripheral vision, timing, and rhythm. One's ability to concentrate on a task and to understand the mechanics and techniques of the activities all influence his level of proficiency and degree of achievement in executing motor activities.

Certain personality traits are vitally important to successful performance and adequate achievement of motor skills. For example, two boys with the same apparent physical attributes--the same height, weight, and physique, and comparable levels of strength and endurance as measured by dynamometers and other scientific instruments--perform quite differently in an activity such as pull-ups. One boy starts and after doing two or three pull-ups begins to tire and immediately quits and drops off the bar. The other boy starts and after doing several pull-ups begins to tire, but with grit and determination does several more complete pull-ups. Does this difference in pull-up performance indicate a difference in shoulder girdle and arm endurance, or does it reflect differences in certain intangible and difficult to measure psychological factors?

Aggressiveness in attacking a task, cooperativeness with teachers and fellow students, quickness of learning, fortitude in sticking to a task, courage, self-confidence, and educability have been shown to be important factors in the learning of specific motor skills. For many, normal as well as retarded, these intangible elements are of even greater importance in the attainment of proficiency than the actual motor ability or potential.

With the mentally retarded these factors interact and interplay in a complex that makes it difficult to separate cause and effect. Does the retarded play better because he is happy or is he happy because he plays better? Undoubtedly it is a little of both. Achievement and success come to many who for the first time experience the satisfaction of completing a task; confidence improves; adjustment is better; competitive spirit is greater; pride in himself and his accomplishment develops; physical condition improves; perseverance and stick-to-itiveness accrue; and the desire and drive to perform well appear. These intangibles promote a greater feeling of self-confidence and enable the individual to develop a more positive self-concept and body image. He begins to feel like a human being, an individual of worth and dignity. This not only makes him a happier and more satisfied individual, but encourages him to attack new tasks that offer even greater challenges and opportunities which promote these feelings and stimulate further development of skills and abilities. This is both a conscious and a subconscious reaction. These factors have even greater meaning and significance for the retarded in their attempts to master these skills than the normal population.

Many of the motor skills and abilities that most normal children learn from association and play with the gang on the block must be taught to the retarded. Mentally retarded boys and girls do not play spontaneously or innovate as normal children do. They have to be taught to play whether the play be individual, parallel, or group. In addition, the retarded have not had experiences that accrue from opportunities to participate in organized physical education and recreation programs where these skills and abilities can be taught. This has placed the retarded in an unfavorable position, especially since these activities have been shown to be of even more importance to the retarded than to the normal population as vehicles for promoting learning and good mental health.

Compare development of motor ability to building a house, or any other structure--it is imperative to build a sound foundation before adding the upper stories. In doing this there is a methodical, step-by-step procedure where one task follows another in a given order and sequence. Such a process is also necessary in the development of motor skills and abilities where one developmental task follows another as the simpler gross motor movements must be learned before attempting the more complex advanced skills. Neurologically, psychologically, and educationally this is sound. Often the complexity of movements and the associated intellectual action necessary to carry out the movements are greater factors in limiting the motor performance of the retardate than the lack of motor ability. As the intellectual counterpart of a motor act is learned and reduced to a habit level, the resultant performance will become increasingly quick and smooth--the awkwardness exhibited by many retardates is more a function of intellect and comprehension of the task than of inherent motor deficit.

However, in too many physical education and recreation programs for the retarded the participant is thrust into activities that require great coordination where movements are built upon one another. The complexity of these activities and the pyramiding of body movements diminish the retardate's chances for successful performance and cause undesirable frustrations. In physical activities the success of the retarded often is related to the simplicity of the motor effort.

There is dire need for early identification of the mentally retarded, especially in underprivileged areas where much of retardation is caused by cultural deprivation and inadequate stimulation. As soon as boys and girls are identified as retarded, special pre-school (nursery) classes should be available for them. The foundation of this program should be built upon a variety of enriched activities that will enable the children to develop levels of physical fitness and the fundamental motor skills that are so important as one progresses to more complicated skills that are necessary for successful participation in games, sports, and recreational activities.

Traditionally physical educators have stressed education through the physical--movement and motor activities used as the means for achieving certain ends. However, before these activities can be effective as methods in attacking physical, emotional, or intellectual objectives, an individual must possess minimal levels of motor ability or proficiency. Consequently, when working with the young retarded or those who function at low levels, education of the physical must be a prime consideration. Only after a basic level of motor proficiency is attained can physical activities be used to realize their full potential as important contributors in the education and training of the mentally retarded.

Various authors have suggested different ways to group gross motor skills. In general, the more elaborate lists are refinements and extensions of Kephart's four motor generalizations: (1) postural orientation and balance, (2) locomotion, (3) contact with objects, (4) receipt propulsion of objects. Within this publication the basic motor skills are classified and grouped as follows:

Postural Orientation

Balancing

Standing
Stretching
Swaying
Twisting

Bending
Stooping
Falling

Hanging
Swinging
Climbing

Tucking
Rocking

Lifting
Carrying

Locomotor

Even Rhythm

Crawling
Walking
Running
Jumping and landing
Hopping
Prancing
Leaping

Uneven Rhythm

Sliding
Galloping
Skipping

Basic

Starting
Stopping
Turning
Dodging
Pivoting
Rolling

Other Basic Movements

Rolling
Throwing
  Underhand (tossing)
  Overhand
Bouncing
Dribbling

Catching
Kicking

Pushing
Pulling
Striking

There are real differences between motor generalizations or patterns and motor skills. While motor skill connotes the development of high degrees of precision in specific activities or in a limited group of activities, motor pattern stresses the purpose of the act and the outcome of the movement. The motor skill promotes doing one thing well; the motor pattern allows the individual to do many things acceptably. Motor patterns or generalizations form the foundation for more complex learnings; the pattern provides the basis for understanding and meaningful orientation. Transfer from one situation or environment to another is facilitated by the motor generalizations and actually impaired when too much attention is given to the development of specific motor skills. This is particularly harmful during the early stages of motor development so characteristic of many young and low level retardates.

While there are many types of activities in which an individual can develop motor generalizations, basic movement patterns, and fundamental muscular skills, exploration of movement (movement education, or a guided discovery approach) has been a very effective approach in programs for educable and trainable mentally retarded. This is a problem solving approach designed to stimulate exploration of space, to encourage control, and to raise the level of the natural body movements. The broad aims are to develop strength, mobility, and agility in the child; to teach him how to manage his own body; to facilitate the learning of more specific skills; to give the child an opportunity for creative physical activity; and to encourage communication of feelings and ideas.

More specifically, the aim of movement education is to help the individual to develop an awareness of himself, his body, and its capabilities; to encourage him to use movement as a means of learning about his environment. Some specific objectives for a program built around exploration of movement are:

1. To experience and appreciate the joy of moving.
2. To grow in confidence and self-direction.
3. To experience success and satisfaction through discovery of one's own physical powers.
4. To be aware of individual differences and to grow in one's understanding and acceptance of these differences.
5. To appreciate the capabilities of the body and the necessity of controlling movement responses in a variety of situations.
6. To be a contributing member of the class; to gain in group approval.
7. To experiment, invent, and explore the wide range of movement possibilities in relation to equipment, apparatus, space, and other children.
8. To progress at his own rate of speed.
9. To compete against himself as well as against others of his own ability.
10. To accept the challenge of competing against those of highly skilled ability; to use this experience as a learning process in solving everyday problems.

Some specific ways in which the instructor can help achieve these goals are:

1. To relate physical education and everyday-type skills to movement.
2. To provide daily problems which require vigorous movement, challenge motor development, and stimulate creativity of response.
3. To encourage each child to find his own effective and expressive patterns of movement.
4. To provide opportunities for the development of a working movement vocabulary.
5. To increase understanding of individual differences through wholesome group and individual activities.
6. To concentrate on the process of learning rather than on the finished product.

An important factor contributing to the growing interest in exploration of movement in programs for the mentally retarded is that specific activities can be structured so success is assured for the participant. Since so many retarded youngsters have known nothing but failure and frustration all their lives, these activities can help them break out of this vicious cycle. Every child in a group or class can participate actively at the same time; the movement can be made as simple, complex, or sophisticated as the ability of the participant warrants; intensity of effort can be as vigorous or subdued as the condition of the individual dictates. Althrough this approach concerns itself with activities built upon the needs of each individual, it is but one part of the comprehensive physical activity program. No program can be complete without a variety and balance of activities--vigorous and passive, individual and group, structured and unstructured, formal and informal.

There is a great potential for learning through exploration. In addition to developing the fundamental motor skills the participant can learn many important concepts. Some of these concepts are being shown as necessary prerequisites for success in readin', writin', and 'rithmetic. Participation in active movement--movement that is fun--can stimulate the retarded and motivate him to performances not heretofore thought possible for him. Among the countless concepts that can be taught through exploration are:

Directions *(forward-backward, front-back, sideward, right-left, up-down, high-low, far-near, in-out, over-under)*

Intensity *(hard-soft, loud-quiet, weak-strong, light-heavy, tight-loose)*

Speed *(fast-slow, accelerate-decelerate, faster-slower, quickly-slowly)*

Size *(large-small, tall-short, fat-thin, big-little)*

Space *(high-low, wide-narrow, off-on, own-others, around-across-through, far-near, over-under, above-below, locate objects in relation to self and to each other, even-uneven, empty-full)*

Time *(past-present-future, early-late)*

Patterns *(lines, triangles, squares, circles, rectangles, letters of the alphabet, numbers-done on the floor or in the air with hand, feet, or head movements)*

Self-Awareness *(body parts-e.g., feet, ankles, knees, legs, chest, hips, back, hands, arms, wrists, elbows, fingers, heels, toes, head, nose, eyes, ears, bottom-seat; shift weight from one part of the body to another)*

Mimetics *(animals, toys, circus, transportation, sports, play activities, stories, plays, songs, poems, firemen, policemen, giants, fairies, home activities)*

Terms *(toeing a line, heeling a line, changing direction while moving, responding quickly to commands and signals, listening, following instructions, respecting the space and rights of others, teamwork, taking turns)*

Combinations *(simple to more structured combinations of two or more of the simple gross motor movements; try more than one combination at a time)*

Basic movement activities can be conducted with or without music. Response can be to signals of various types such as whistles, tom-toms, drums, or tambourines. Objects of various types such as balls, blocks, bean-bags, sticks, mats, tables, Indian clubs, tin cans, poles, bowling pins, and bleach bottles can be used effectively. For example, when tom-toms are used in conjunction with these activities they can be slowed down or speeded up depending upon the skill level of the children. It is important that appropriate selection of phonograph records be made for the kind of movement involved and the type of response desired. Appropriate music adds much to the effectiveness of the activities and elicits active participation, expression, and enjoyment from many who respond to no other medium. In some cases music has made the difference between satisfactory and totally unsuccessful performance in many movement activities. The potential uses and impact of exploration in educating and training the mentally retarded is limited only by the imagination and creativity of the instructor. This approach has been found to be more effective with the retarded when it is more highly structured and organized than with the complete freedom given non-retarded children. So often the retarded appear confused and startled when asked to perform movement in anyway he wishes any place in an area. So often there are smiles of relief when the instructor starts to perform so they can follow; almost automatically they move into a circle for locomotor activities. There is security for the retarded in the known. Basic to good teaching is progress from the known to the unknown, from the planned and structured to the creative to stimulate self-expression. Too often the retarded are expected to be creative and original when they have nothing upon which to build or base their creativity. Lack of originality can be expected in the responses of the retarded until they have had experiences to obtain knowledge and information about themselves and their environment.

Basic movement activities have been used successfully with those functioning at rather low levels. While the aims and objectives of exploration are no different for severely retarded children, teens, and adults than for the educable and the non-retarded, there are some additional considerations:

1. Allow plenty of room for each child.
2. Encourage the normal mimicing noises the participants will make while performing.
3. Avoid over-fatigue; as the participants practice they will be able to sustain activities for longer periods and for longer distances.
4. Help the individual who says, "I can't," by giving him support for short distances until he gets the feeling of the movement.
5. Encourage the child to create his own form of movement and activity.
6. Help the participate have fun and to enjoy the self-challenge involved.

These activities can be conducted in classrooms, wards of residential facilities, and in recreation rooms of cottages or smaller residential units. Start with small groups; have movement across the room to insure ample room for each child and to enable the instructor to give individual assistance so each can learn the patterns and experience success. Usually after a short period of time the participants are able to start moving the length of the room or ward. Six to eight is a good number with which to start when teaching the severely retarded. As they become more experienced and confident in themselves and in what they are doing, as many as ten to twelve may be taught at once. As they continue to progress and feel more comfortable in participating in these activities, they should be encouraged to scatter throughout the room and to move in any direction so long as they do not touch or interfere with others.

It is important to have some idea where the individual stands relative to his acquisition of basic motor skills so that he can be helped to reach the next levels. Although there are certain mechanics and sequences basic to efficient movement, many factors influence how any one individual will execute a given movement. Anatomical considerations (e.g., height, weight, physique, length of arms and legs, size of hands and feet, relationships of the body parts, etc.), psychological and emotional factors all affect the smoothness and gracefulness of one's movement. In spite of the very individual nature of movement, especially among the very young, there are certain patterns that should be consistent in all children. When an individual child has difficulty in executing any of these movements, the instructor must create situations which will assist him to develop mechanically correct patterns. When the non-retarded are confronted with these problems, most observe their playmates, interpret what they themselves are doing poorly, and then make the necessary adjustments. Since many retardates have difficulty in making generalizations, especially when there is a high degree of abstraction involved, and also do not effectively transfer information from one situation to another, they have to be taught much of what the non-retarded do spontaneously and learn incidentally. To teach the retarded efficient patterns of basic movements, the instructor must have a vivid visual image of the correct mechanics for each; he must be able to break each down into small, progressive, and sequential steps so he can help the individual no matter what his particular problem or his functional level. Among the important considerations for the instructor to look for as a child goes through the different basic movements are:

Postural Orientation

Balancing

Can balance in a variety of positions (e.g., on all fours; with hands touching legs or hips; arms overhead or extended forward or to side; on a balance board; on a rail walking beam or balance beam; on two feet, on one foot).
Maintain balance with eyes closed.
Has no extraneous motion or movement.

Standing

Maintain erect posture.
Keep body parts aligned.
Keep feet parallel.
Keep head centered and balanced.
Distribute weight evenly.
Keep chest up.
Keep seat in.
Maintain relaxed knees.

Stretching *(move one or more parts of body away from one another)*

Stretch parts through their full range of motion.
Stretch at different intensities.
Stretch parts individually or as part of coordinated movement involving two or more parts of the body.

Bending *(move one or more parts of the body closer to one another)*

Bend parts through their full range of motion.
Bend at different intensities.
Bend parts individually or as part of coordinated movement involving two or more parts of the body.

Twisting *(turn one or more parts of body around one another)*

Rotate the upper part of the body while the lower part of the body remains stationary.
Twist in either direction (right or left).
Maintain balance and rhythm.
Twist at different intensities.

Falling

Take the fall with the arms (let them act like a shock absorber).
Go into a forward roll to spend any momentum gained prior to the fall.
Learn to take the fall on various parts of the body (e.g., side, back, arms, feet).
Stay loose and relaxed all over to reduce the shock of falling and to lessen the chance of injury.

Hanging

Keep arms shoulder width apart.
Use either overhand (palms facing away) or underhand (palms facing toward) grip.
Maintain balance between the two arms.
Have the ability to relax while hanging.
Hang from various heights from the floor or ground.

Climbing

Use all four limbs.
Maintain bilateral coordination (right arm and left foot up and then left arm and right leg up at the same time).
Pull with the arms.
Push with the legs.
Climb down as well as up.
Climb in a straight line.
Keep the body in the direction of the climb.

Lifting

Bend the knees.
Lift with the entire body, starting with the legs.
Use the legs.
Use the back.
Control breathing (inhale as lift and exhale as put down).
Keep the eyes open.
Maintain balance.

Locomotor

Even Rhythm

Crawling *(performed on hands and knees)*

Use all four limbs.
Maintain bilateral coordination (right arm and left knee forward and then left arm and right knee forward at the same time).
Keep back level.

Point the fingers forward.
Maintain rhythm and continuous movement.
Focus eyes on forward hand.
Touch hand and knee stimulaneously.
Crawl at varying speeds maintaining correct pattern.

Walking

Touch the heel to the ground.
Roll easily from the heel, to the ball of the foot, up and over the toe.
Lift the foot clear off the ground on each step.
Point the toes forward.
Hold the body erect and easy.
Swing the arms in opposition to the legs.
Swing the leg and body through.
Have the supporting leg straight.
Keep the face forward (in the direction of the walk).
Walk in a straight line.
Maintain bilateral coordination (right arm and left leg forward and left arm and right leg forward at the same time).

Running

Push off from the back foot.
Lean forward (as the speed increases, have greater lean with the entire body, not merely bending from the waist and hips).
Land on the balls of the feet.
Bend elbows about 90 degrees.
Swing arms easily and from the shoulders (movement from the elbow is wasted motion).
Maintain bilateral coordination.
Swing the arms straight, not across the body; use both arms equally.
Point the toes forward (pronounced toeing in or out should be referred for special corrective or remedial exercises).
Maintain rhythm or continuous movement.
Lift the knees higher as the speed increases.

Jumping

Take off both feet.
Leave the ground.
Spring from the balls of the feet.
Use and control the entire body.
Jump in place.
Jump in a straight line.
Swing arms back as the legs bend.
Swing arms up as the legs extend.

Landing

Land with control.
Land with legs about shoulder width apart (either parallel to each other or in an astride--one in front of the other--position).
Bend the knees and give with the landing.
Control the body, arms, and head to assist in making an easy or light landing.
Let the knees give (like a shock absorber) when landing from a height.
Complete a forward roll after landing from a height to use the momentum gained.
Make the landing easy, light, and under control.
Maintain balance on landing.
Bring arms down on landing.

Hopping

Take off and land on the same foot.
Land on the ball of the foot.
Maintain control of the body.
Control the hop.
Hop high or low.
Hop on the right (left) foot.
Hop in a straight line, sidewards, in a circle, and in other directions.
Alternate feet.
Use the arms for balance.
Hop in combinations and rhythmically (right-left; left-right; right-right-left-left; left-left-right-right; left-left-right; right-right-left).
Use arms in opposition.

Prancing *(An exaggerated run)*

Hold the head high with an air of dignity.
Hold the hands on the hips.
Lift the knees high, extend the lower leg.
Land more on the ball of the foot.
Push off from the back foot with great force.
Have a definite bounce in the movement.

Leaping *(A modified run)*

Spring from the ground.
Transfer the weight from one foot to the other when both feet are off the floor.
Stretch from one leg to the other, like going over a big puddle.
Emphasize covering distance or achieving height.

Locomotor (Uneven Rhythm)

Sliding

Step sideways with one foot, bring the other foot up to the first foot, continue in this manner.
Maintain rhythm and continuous movement.
Maintain overall body balance.
Have the ability to slide in a straight line, in a circle, and in other directions.
Use arms for balance.

Galloping *(A forward slide)*

Step forward with one foot, bring the other foot up to the first foot, continue in this manner.
Change the lead foot as galloping.
Have the ability to gallop in various rhythmical patterns.

Skipping *(Step-hop alternation)*

Walk forward on one foot and then hop on the same foot.
Walk forward on the other foot and then hop on this foot.
Keep the movement high and light.
Increase speed as rhythm and skill improve.
Maintain rhythm and continuous movement.
Have the ability to skip in a straight line, in a circle, and in other directions.
Maintain bilateral coordination (right arm and left leg forward and left arm and right leg forward at the same time).
Maintain overall body balance.

Stopping

Place the feet apart in a forward stride.
Bend the knees.
Keep the body low to the ground.
Keep the body (center of gravity) over the feet.
Grip the ground with the feet.
Keep the head up.

Dodging

Place the feet apart, either forward or sideward.
Bend the knees.
Keep the weight (center of gravity) low.
Shift the body weight quickly in the desired direction.
Keep balance by using the arms freely.

Pivoting

Place one foot forward.
Distribute weight equally between the front and back feet.
Shift the weight to the front foot.
Come-up slightly on the ball of the front foot.
Make a 180 degree turn (back foot moving forward and leading the leg around in back of the front foot as the body turns in the front pivot; back foot moves backward leading the leg around in back of the front foot as the body turns in the back pivot).
Point toes in the opposite direction from the starting position after the completion of the pivot.
Keep the head up.
Keep the knees well bent (flexed).
Use the arms and the body to help complete the pivot.

Rolling *(Extended position, starting on side, back, or stomach)*

Tuck chin to the chest.
Roll in a straight line.
Use the hands when necessary.
Roll sidewards, forwards, backwards.
Roll with arms in different positions (at sides, over head).
Maintain body alignment (straight).
Roll at different speeds.
Use body weight to gain momentum.

Other Basic Movements

Rolling *(An object with both and/or one hand)*

Keep object under control.
Roll object at different speeds.
Roll object with accuracy.
Keep eyes on target.
Step toward target.
Follow through after release of object.
Bend knees and from waist.
Maintain rhythm and continuous movement of rolling.

Throwing *(Based on a right-handed person-reverse right and left for those who are left-handed)*

Underhand

Stand in stride position (left foot forward)
Keep eyes on the target, generally the waist of the receiver.
Swing the object back to the right side of the body; keep the weight on the right (rear) foot.
Release the object upward and forward; shift the weight to the left (forward) foot as the object is tossed.

Point the hands toward the receiver; shift the weight forward.
Swing arm further back to gain distance.

Overhand

Stand in stride position (left foot forward).
Keep the eyes on the target, generally the chest of the receiver.
Grip the ball in one or two hands depending upon its size.
Swing the arm back to the right side of the body; keep the weight on the right (back) foot.
Start the ball forward; keep it level with the ear and the elbow bent.
Straighten the arm as the ball is released.
Shift the weight to the left (forward) foot.
Step in the direction of the throw.
Point the right hand toward the target; shift the weight forward (follow-through).
Get the body into the throw for greater distance.

Bouncing *(Use one or both hands simultaneously; usually done in place whereas dribble connotes locomotion as well).*

Control the ball.
Bounce ball high (low).
Bounce at different intensities.
Use wrist action (does not slap the ball).
Look at ball (gradually developing ability to bounce ball without looking at it).
Spread fingers wide.

Dribbling *(Use one hand or both hands alternately)*

Spread fingers wide.
Use wrist action.
Keep elbow close to the body.
Keep feet well apart and the knees well bent and flexed.
Bend the body from the waist.
Keep the head up.
Maintain finger-tip control.
Dribble higher for speed and lower for control and accuracy.

Catching

Stay in line with the on-coming ball or object.
Distribute weight evenly on both feet.
Relax body.
Keep the eyes on the ball or object all the way to the hands.
Relax the fingers.
Cup the hands with the thumbs together when the ball is thrown above the waist.

Cup the hands with the little fingers together when the ball is thrown below the waist.
Let the arms and body give with the impact when the ball or object touches the hands.
Use two hands in catching.
Point and spread the fingers.
Maintain control of the ball or object.
Move body in position in front of on-coming object.

Kicking

Keep eyes on the ball or object.
Step forward to meet the ball.
Keep the kicking foot continuing upward (follow-through).
Swing leg from the hip.
Kick with either leg.
Kick stationary and moving objects.
Move body in direction of kick.
Maintain leg-arm opposition.

Striking

Maintain control of the implement.
Follow the object visually.
Strike the object squarely.
Time the striking.
Move forward, backward, and in combinations when striking; use body and arms together.
Maintain leg-arm opposition.
Strike with either hand.

Pushing

Extend arms, legs, and body.
Use legs, whole body for power.
Push in line with the direction of the movement.
Maintain contact with the object or person.
Apply force smoothly.
Push with either or both hands in any direction.
Push with varied force according to the task.
Coordinate the arms and legs with the push.

Pulling

Bend the arms and body for the pull.
Pull in line with the direction of the movement.
Pull with either or both hands in any direction.
Keep contact and control of the object or person.
Pull with a smooth and continuous movement.
Bring the object directly toward himself.
Use the legs and body for added power.

Growth and development, including motor development, follow systematic and predictable patterns. Each individual passes through various stages of development at his own rate. He develops certain skills and reaches certain motor milestones according to a timetable tailored for him according to his readiness and his physical, psychological, and emotional characteristics. There are various ways in which readiness for physical activities can be determined--chronological age, mental age, social age, emotional age, physiological age, and anatomical age. Measures for some of these are more refined, sophisticated and appropriate for predicting one's ability and potential for performing motor acts. Unfortunately, many of the evaluative methods which are most accurate are expensive and not available to those conducting physical education and recreation programs for the retarded.

However, too many instructors fail to use one of the best and most effective diagnostic tools at their disposal--the 20/20 visual observation technique! By combining observation of the child, judgments based on information about the participant, and professional competency, the instructor can select activities to meet the individual's physical and motor needs. This is especially true in evaluating basic movement patterns since an individual's performance and execution of the activity are the best indications of achievement and progress. The observant instructor can tell much about motor proficiency of an individual, his deficiencies in performing certain movements, and have a good idea as to the next activities to teach. Many simple questions can be used as guides to help the instructor assess the status and progress of a youngster:

1. Is he developing good posture in a variety of positions (standing, sitting, walking)?
2. Can he perform different movements without losing balance?
3. Is he able to walk a straight line without losing balance?
4. Can he walk a balance beam or narrow plank? Forward? Backward? Sideways?
5. Can he climb to the top of a vertical ladder? The top of a 12-foot rope?
6. Is he developing proper habits of sitting? Walking? Running?
7. Can he jump? Hop? Leap? Gallop? Dodge?
8. Can he perform simple imitative walks and movements?
9. Can he jump over low objects? A low rope?
10. Can he run correctly? Is he able to pass other runners without colliding?
11. Can he run in proper form with other children? Without falling down or running into another child?
12. Can he run a specified distance in a given time?
13. Can he change directions while doing different locomotor movements?
14. Can he change directions quickly to avoid being tagged? Stop quickly?
15. Can he run while controlling an object? Two objects?
16. Is he developing the ability to concentrate and to follow an on-coming object with his eyes?
17. Can he toss bean bags to himself? Large balls?
18. Can he bounce a ball and catch it?
19. Can he thrown various objects underhand? Overhand?
20. Can he catch a ball on the first bounce? On the fly? From against a wall?
21. Can he throw a ball properly (with good mechanics and form)?
22. Is he developing greater accuracy in his throws? Greater distance?

23. Can he receive and thrown an object and in so doing transfer his weight from one foot to the other?
24. Is his hand-eye coordination improving? Is greater accuracy and skill being shown in activities requiring hand-eye coordination?
25. Is dexterity improving in handling an object?
26. Is he improving in body coordination and in using the smaller muscles of finer coordination?
27. Is he developing greater skill and accuracy in activities involving a moving target?
28. Can he hit a stationary object? One moving?
29. Can he kick a stationary ball? One moving?
30. Are his kicks becoming longer? More accurate?
31. Is there increase in strength? Endurance? Coordination? Agility? Balance?
32. Is strength of the arms increasing? Of the legs? Of the back? Of the abdominal region?
33. Is muscular development becoming evident? Can improvement in motor skill be seen?
34. Does he take pride in the care and development of his body?
35. Does he enjoy physical activities? Does he participate in more vigorous activities on his own?
36. Does he have a feeling of rhythmic patterns? Can he maintain rhythm? Is rhythm improving?
37. Does he react quickly to changing situations? Can he make quick muscular movements?
38. Does he handle his body smoothly?
39. Is he developing skill in controlling speed of movement? Is accuracy improving along with speed?
40. Does he accept the challenge of game situations? Are courage and self-assurance being developed?
41. Is he learning to wait his turn?
42. Is he becoming more safety conscious?
43. Can he react to various kinds of signals having different meanings?
44. Does he enjoy expressing himself through movement?

These are simply representative examples of the kinds of questions the instructor can ask himself to evaluate the progress of an individual in achieving better performance in specific areas of motor development. Each reader is encouraged to use these as a starting point and to develop his own questions according to the activities and the needs of those involved in his program.

Poor performance of a motor skill may be due to inaccurate preception of the skill. The motor response may, in fact, be closely related to the visual impressions being received. For example, a child who is unable to skip, may be unable to percieve or discriminate this from other locomotor skills. This may also be true when he attempts to catch a ball or perform other movement patterns. Unless the visual receptors supply him with accurate information which in turn is interpreted correctly, the response of the musculature will be ineffective and inaccurate.

An ineffective response to an auditory stimulus may also be due to faculty perception. An effective response to marching music would require discrimination of this rhythm from the other sounds that might be part of the music or from other tempos.

Good performance of motor skills is an indication that perception through the sensory modalities, (auditory, kinesthetic, tactile, visual) is accurate. Poor performance could be a symptom of faculty sensory perception. Many of the activities in Level I can be used effectively to promote improved perceptual functioning. For these activities to accomplish these ends, the instructor must focus on the desired perceptual outcomes.

In addition to exploration of movement, there are many other ways in which basic motor patterns and skills can be taught. A variety of simple activities, low organized games and informal approaches can be used to teach both motor patterns and related concepts to the mentally retarded. The following section includes a few selected illustrative examples of some of the specific activities that have been found to be successful with the mentally retarded for these purposes. These have been included simply as a means of encouraging the instructor to develop others that will be appropriate for his situation. Books, pamphlets, and articles are available to all when they need and seek additional ideas and more specific activities to attack the special needs of their group. The selected references included in this publication are excellent sources for additional suggestions.

While there is no one way or set standard to follow in constructing and developing a lesson or in selecting the activities and approaches for any given movement lesson, the following is included as an illustrative example for those not familiar or conversant with the techniques involved. A prime consideration in planning any lesson of this type is the composition of the group and the objectives that have been established to meet their needs.

A Sample Plan for a Lesson Involving Exploration of Movement

Objectives: To develop an awareness of self in relation to others and to the environment.

To develop an awareness of the body and its capabilities (e.g., stretch, balance, collapse, roll).

To develop an awareness of the elements involved in movement (e.g., fast-slow, direct-indirect).

Activity	Problems	Knowledges and Outcomes
Work on a Spot	Find a spot and work on any movement of your own choosing.	Individual accomplishment of many varieties.
Listen and Move	Move thru space without colliding with anyone. *Hint: Keep eyes open and look where you are going; dodge others.*	Admit when you have a collision; find ways to move close to others without collisions.
Listen, Move, Freeze and Balance	Move anyway you wish as I clap my hands. When I stop, FREEZE. *Hint: Hold your frozen position; try to move in different ways and to freeze in various positions.*	Listen and move; ways of balancing; creative ideas for freezing.
High and Low	Do something that is very high and then do something that is very low; repeat over and over again in different ways. *Hints: Do it in your own way; try different kinds of high and low. Procedure: 1) present problem; 2) allow for exploration with guidance; refining and polishing pattern; 3) demonstration for evaluation, analysis, discussion.*	Perform an act that is high compared to low; work independently; accept suggestions of instructor and classmates; analyze other's activity patterns.
Balance Points	Balance on one part of your body, now two, three, four, five. Practice a smooth balance problem, 1,2,3,4,5, rest. How many of you can start with your 5-part balance and go backward to your 1-part? *Hints: Encourage individuals; work for smooth transitions between balances.*	Begin to understand body parts and controlled balance.

Combine Activities	What kinds of moving have we done so far? (Children's verbal response). Let's put some of these together.	Think about movement ideas; combine these into a specific pattern of their own.
Try Someone Elses Pattern	Show your pattern to your partner. Have the partner try your pattern. Then both do the pattern at the same time. We will look at some of these that are very different. *Hints: Have one show his pattern two times; have partner try it; repeat with 2nd partner showing and 1st trying. Look for different patterns to show rest of class. Brief analysis sessions with whole class.*	Work with a partner; help partner learn a new pattern; learn to observe movement ideas and discuss them.
Collapse and Roll; Rest and Relax	Walk around floor; collapse onto the floor, roll over and get up. Go faster and even faster. Last time; collapse and stay there. Rest; melt onto floor. *Hints: Encourage light collapses and smooth rolls. Check state of rest for some individuals.*	Learn to sink lightly and easily onto the floor; roll over quickly and continue; go thru spaces without collisions. Reach state of rest quickly; recover slowly while becoming prepared for discussion.

This lesson includes many examples of movement problems which may be expanded during a single class period. Rarely would one use so many varieties of movement problems in a single class period. Rather, work on one or two problems and emphasize performance, originality of ideas and serious evaluation of the problem. Many of these children can work on the same kinds of movement problems during a number of class periods without losing interest or without running out of movement ideas.

SUGGESTED TEACHING TECHNIQUES

The following list of suggested teaching techniques is not complete. Sound instruction of physical education employs the same sound teaching methods generally accepted in all areas of education. This listing includes those techniques which, in most cases, are particularly relevant to effective instruction of physical education, and may or may not relate to subjects of an academic or cultural nature. These suggestions are concerned with motivational factors, effective program planning, and class organization.

1. Educational principles of effective teaching and learning are applicable to the retarded and should be utilized, for instance, from the known to the unknown and from the simple to the complex. Both conceptual understandings and skills should be considered. Motor development should proceed from gross to fine movement and from trunk movement to movement of the extremities. Methods of motivation should be basic to any activity program: conventional methods of verbal praise and acceptance, praise based on improved performance, and operant conditioning. Instructor enthusiasm and participation are keys to pupil enthusiasm and participation.

2. A maximum number of stimuli should be used in teaching a basic movement skill. It is doubtful that the entire range of stimuli would be practical, but those which can contribute successfully to understanding and performance on a given level should be used.

    a. Kinesthetic: The guiding of body parts through desired movement to hopefully result in a proper response. This gives him the 'feel' of the action and can do much to alleviate the initial fear so often shown by the retarded to a new skill or activity.

    b. Tactile: The use of touch to relate more effectively to the child what part of the body is to be used. This is an effective means of reinforcing other stimuli.

    c. Visual: The use of visual aids in combination with other stimuli (i.e., slides, diagrams, demonstrations, pictures, films, mirrors). Caution should be exercised in the use of mirrors involving left and right concepts becuase of the reversed reflection.

    d. Verbal: Oral instructions. An awareness of the language understanding level of the child is necessary. Sometimes a concept is understood but is eclipsed by unfamiliar terminology. For instance, a child may not comprehend the term "every other", but may comprehend the synonymous phrase "every second".

    e. Abstract: The use of signals, signs, and words which must be received and interpreted prior to reaction by the student.

3. The physical education program can be effectively coordinated with, or by, the classroom teacher to provide experiences for reinforcement of academic concepts currently being taught.

4. Games and activities should be selected for their recreative value as well as their physical, social, or mental value.

5. Select games which involve a maximum of activity for players simultaneously. Relay teams should have few members (4-6). Children lose interest if they wait too long for a turn.

6. If discipline is a problem, it is probably that the game is too difficult to understand, requires too much skill, has too many rules, or has too many verbal instructions.

7. If children lack interest in an activity, do not insist they play it.

8. Change the activity when interest is at its peak.

9. Select games which are within the skill range of the students.

10. Give as few rules as necessary to start the game. Introduce new rules in the "play" situation.

11. To assure comparable team ability, the instructor is the one best suited to select teams in games requiring skill.

12. Teach rules which may be modified, but not changed. For example, hitting a player below the waist with the ball in kickball detracts from its value as a lead-up to softball.

13. In teaching a circle game, the instructor should stand as a member of the circle. Always be in view to all students.

14. All boundary lines should be marked and equipment on hand prior to teaching and activity.

15. The chronological age of a child must not be insulted.

16. A few common positive signals or commands should be understood by all children (clapping hands, whistle, etc.)

17. Realize that problems are not always what they most obviously seem. A child's inability to catch a ball may be due to visual problems rather than lack of coordination or fear of being hit.

18. Provide opportunities for student selection of activities occasionally.

19. In programming, the instructor must be cautious not to plan programs based on his own interests and abilities, or the interest and abilities of normal children of comparable age.

20. Variation of activities should be planned to provide for vigorous physical activity daily.

21. Be attuned to laughter and excitement. These are good measurements of enjoyment.

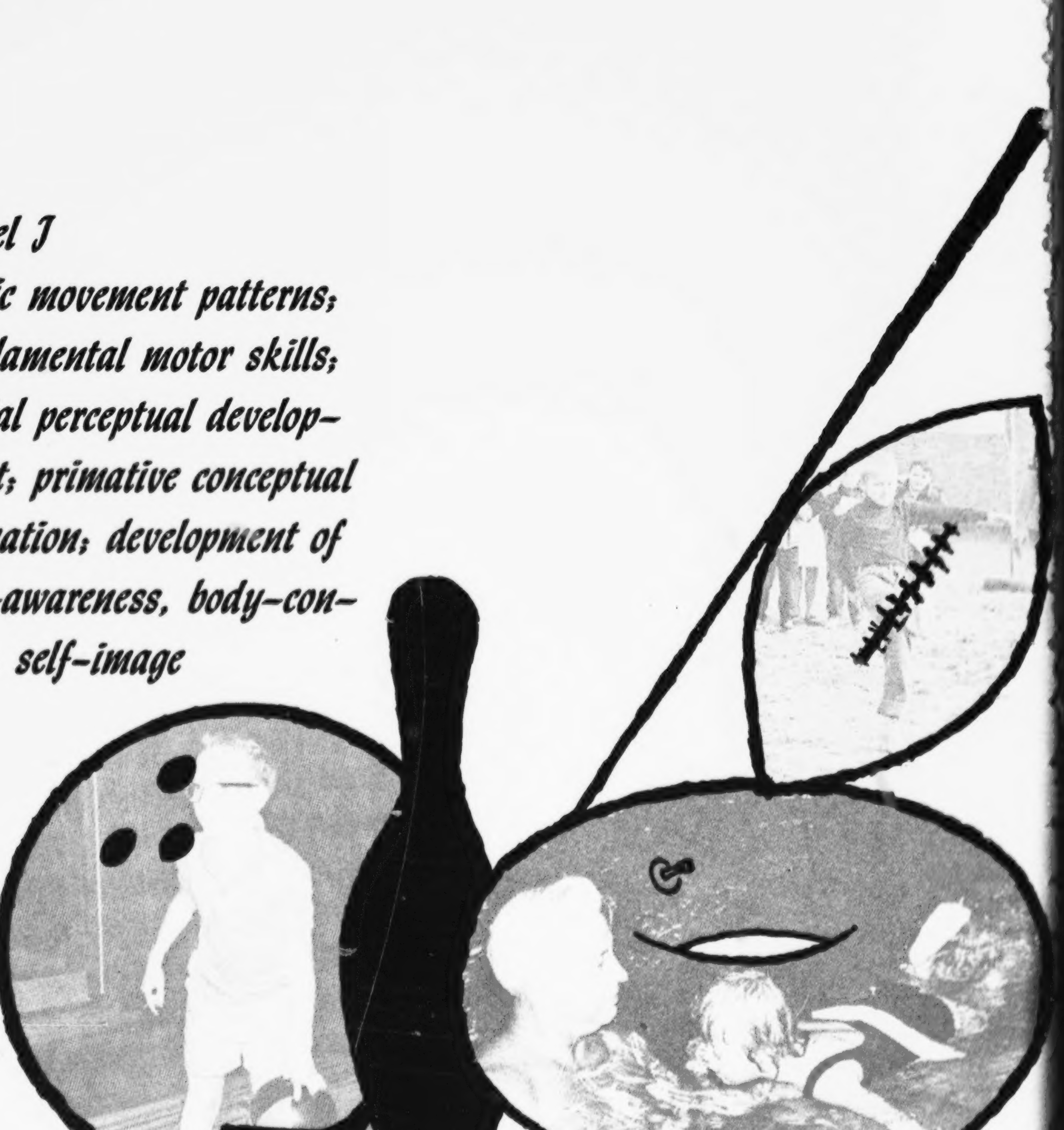
22. It is important that the instructor have an accurate and indelible visual image of the desired skill. He must transmit this to the learner through demonstration and appropriate audiovisual aids, bringing into play as many senses as possible.

23. The instructor must guard against working on more than one aspect of a skill at a time. By concentrating on a single phase of the skill, the participant can place all of his mental efforts into performing this act; he is more apt to experience success and is less likely to become confused and fail.

24. Selection of activities should be based upon the individual retardate's ability, level of proficiency, and personal need. Mental age, background, and previous experience in the activities will help give valuable clues in selecting activities appropriate for the individual. Activities offered should provide greater challenge than had been expected in the previous lesson. The guides must be in success, enjoyment, and learning experienced by the participant.

Level I

Basic movement patterns; fundamental motor skills; initial perceptual development; primative conceptual formation; development of self-awareness, body-concept, self-image



Name: Mat Activities

Type: Self Awareness

Objectives: To develop greater self-awareness; to become more physically fit; to have fun.

Equipment: Tumbling Mats (there are many ways in which mats can be improvised - e.g., using tires and covering them with canvas, using old mattresses, performing the activities in the grass out-of-doors).

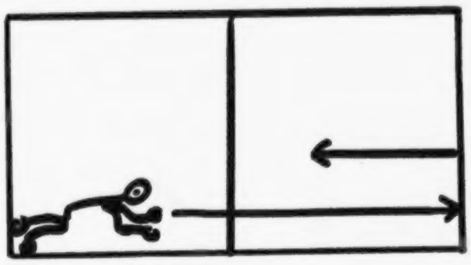
Description: Have maximum participation by the entire group; avoid having one child perform while the others are sitting and watching. The activities listed are simply examples of the many different approaches that can be used.

MAT ACTIVITIES

1. Crawl

Starting Position: Crawl position (on all fours) with toes over edge of mat.

Action: Crawl on all fours to the end of the mat as rapidly as possible, touch the floor at the end of the mat with both hands and crawl backward to the starting position.

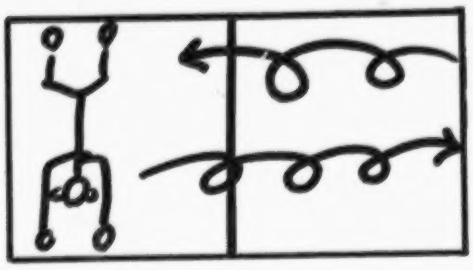


Variations: Crawl both ways forward or backward
Crawl sideward
Crawl on knees and elbows

2. Log Roll

Starting Position: Lie across end of mat, arms may be extended above the head.

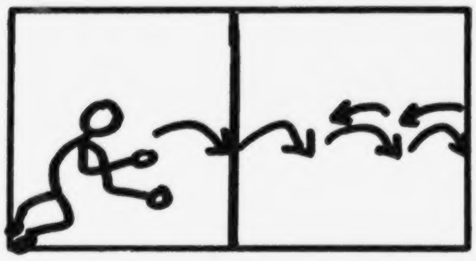
Action: Roll to the end of the mat as rapidly as possible, touch the floor at the end of the mat with the body, and roll back to starting position. Player must stay on the mat. If he rolls off, he must get back on at the point he left the mat and continue to roll.



3. Bunny Hop

Starting Position: Knees on mat in squat position, hands on mat, toes extended over edge of mat.

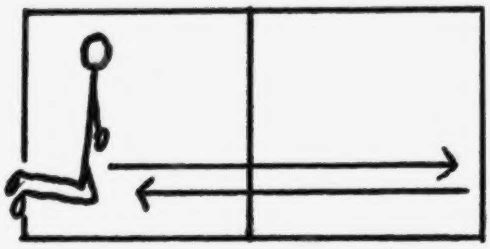
Action: Using arms together, knees together, in an alternating sequence, hop to the end of the mat as rapidly as possible, touch the floor with both hands, and hop backward to the end of the mat.



4. Knee Walk

Starting Position: Stand on knees and lower legs, hands to side, toes over edge of mat.

Action: Walk forward on knees and lower legs to end of mat as rapidly as possible, touch floor with both hands, and walk backward to the end of the mat.

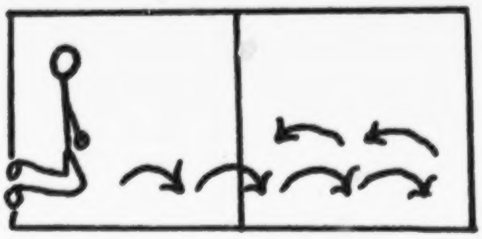


Variations: Lock hands behind back or behind head.
Walk sideward with a step-close-step sequence (players face)

5. Knee Hop

Starting Position: Stand on knees and lower legs, arms to side, toes over end of mat.

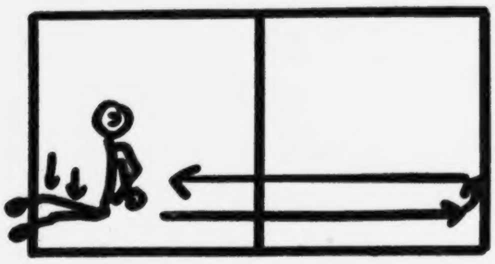
Action: Hop forward with knees together as rapidly as possible to end of mat, touch floor with both hands and hop backward to the end of the mat.



6. Row the Boat

Starting Position: Sit on mat with legs extended so that heels are over the end of the mat. Hands on mat behind hips.

Action: Keeping the knees straight, and without using the legs, pull the body to the end of the mat with the arms and shoulders. Arms are used together. Touch the floor with both hands, swing the feet around in the opposite direction and return in the same manner to the starting end.

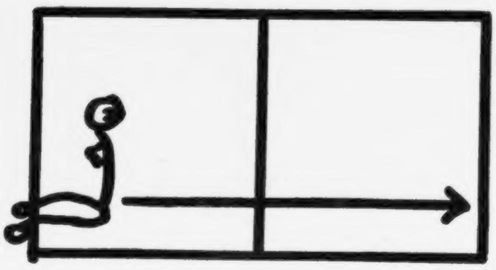


Variation: Use hands in an alternating sequence (paddling the canoe)

7. Seat Walk

Starting Position: Sit on the mat with legs extended so that heels are over the end of the mat. Hands folded over chest.

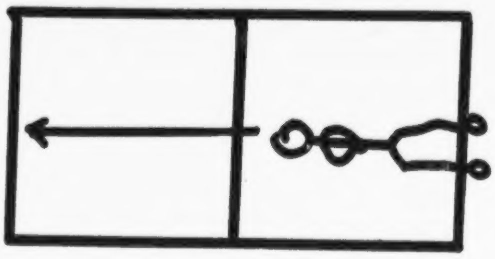
Action: Keeping the knees straight, walk on buttocks to the end of the mat as quickly as possible.



8. Worm Crawl

Starting Position: Lie on mat on stomach, legs extended, hands locked behind back, and toes over end of mat.

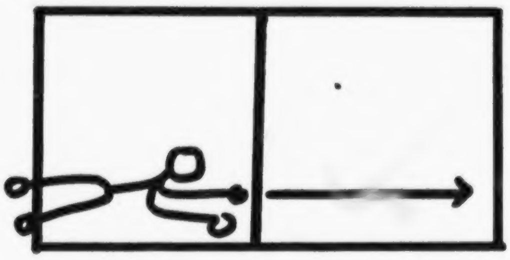
Action: Keeping hands locked in place behind back, and chest in contact with mat, move across the mat as quickly as possible using the legs.
(NOTE: girl's clothing is a factor in upper grades)



9. Forearm Walk

Starting Position: Lie on mat, stomach down, legs extended with toes over end of mat. Rest upper body on forearms, with closed fist.

Action: Keeping legs straight, pull body across mat as quickly as possible using area of arms from the fists to the elbows. Use arms in alternating sequence, drag the legs.

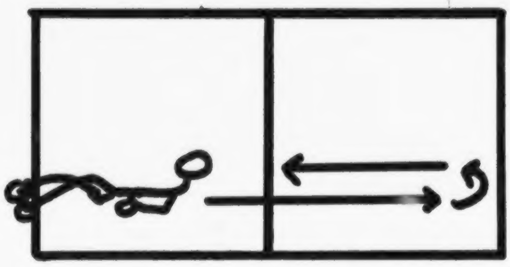


Variations: Move forward using forearms together (lock the hands).
Push the body across the mat, feet first.
(Girl's clothing a factor in performing this variation.)

10. Shoulder Walk (back-slide)

Starting Position: Lie with back on mat, knees up, with toes over end of mat. Hands locked across the chest.

Action: Using feet in alternating sequence, push the body across mat as rapidly as possible. Use elbows to assist travel. When head touches end of mat, swing feet around to reverse direction and return.



Variations: Use feet only without elbows
Use feet together, instead of alternating sequence
Reverse direction without turning around, so that body is pulled by feet instead of being pushed.

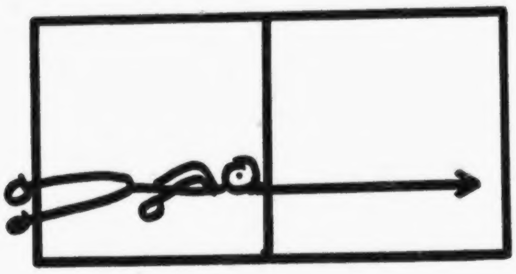
(NOTE: Intermediate girl's clothing a factor in performing the event and its variations)

11. Walrus Walk

Starting Position: Lie on mat on stomach, legs extended, with toes over end of mat. Arms are extended along sides of the body with palms on mat and fingers pointed toward feet. Head is held off mat.

Walrus Walk, (continued)

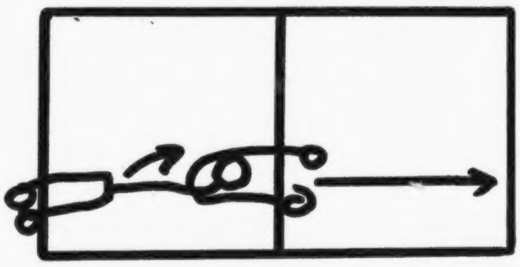
Action: Arms are used together with fingers always pointed toward feet. Keeping legs straight, flexing only arms, push the body forward to the end of the mat as quickly as possible. The hands are held close to the body and are not brought above the shoulders.



Variation: Use hands in alternating sequence.

12. Full Swim Stroke

Starting Position: Lie on mat on stomach, legs extended, with toes over end of mat. Arms are extended in front of the body with palms on mat. Head held off mat.



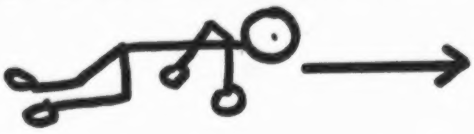
Action: Arms are used together, legs are kept straight and inactive. Using hands and arms, pull the body forward across the mat with a full arm stroke so that the arms pass through the full range of extension; from over the head to along sides of the body. Each stroke begins with a full extension in front of the body.

Variations: Use alternating sequence of arm motion
Use same position but do a half stroke - arms in full extension, pull body forward until hands come to the shoulders.

13. Puppy Run ("Wolfdog" for older boys)

Starting Position: On hands and knees

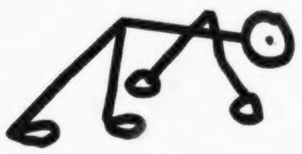
Action: Creep in different directions and patterns (i.e., circle, square, triangle).
(Encourage proper cross pattern movement.)



14. Bear Walk

Starting Position: Bend forward and touch the ground with both hands. Do not bend knees.

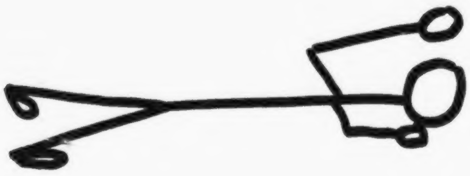
Action: Travel forward at moderate pace moving hand and foot on same side together.



15. Alligators

Starting Position: Front lying position on floor.

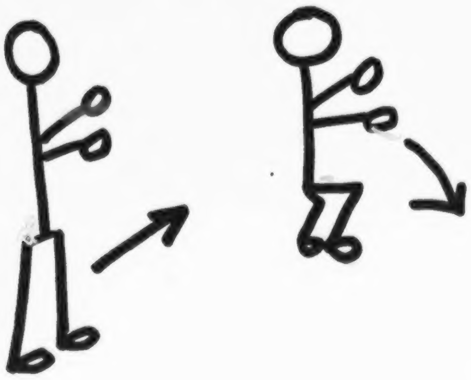
Action: Propel self forward using arms, shoulders, thighs and toes. (Do not allow children to use elbows or knees.)



16. Kangaroos

Starting Position: Upright, legs together, arms held in kangaroo fashion.

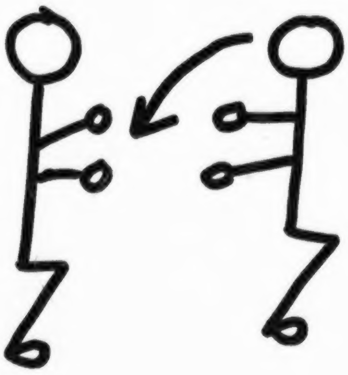
Action: Jump up and down with both feet together moving in different directions (i.e., forward, backward - left, right).
(Encourage children to bend knees, lifting feet high from floor while jumping.)

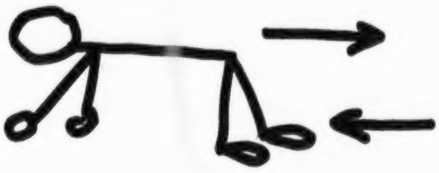


17. Crab Walk

Starting Position: Facing frontward, bend knees into squat position.

Action: Drop hands and arms behind the body for support. Move forward and backward. (Encourage children to look straight up at the ceiling, dropping head back and down and to keep pelvis parallel with the floor, hips up.)





Evaluation: Observation

BUSY BEE

TYPE: Movement exploration

OBJECTIVES: To improve self awareness

PLAYING AREA: Gymnasium or classroom

DESCRIPTION: After the children are able to name and locate the various parts of their bodies they are ready to play - partners sit on the floor facing each other with their feet touching. On command from the instructor, "back to back", the children respond. The game continues as other commands are given such as "head to head", "knees to knees", etc. When the instructor calls out, "BUSY BEE", the children change partners.

TEACHING HINTS: Have two children demonstrate when introducing this activity for the first time.

MAKING THE ACTIVITY MORE CHALLENGING: Use of left and right makes this a more challenging activity.

EVALUATION: Observation

STEPPING STONES

TYPE: Basic patterns and skills

OBJECTIVES: To develop basic movement patterns and motor skills involving use of the legs and feet.

PLAYING AREA: Gymnasium or classroom

EQUIPMENT: Several pairs of 12" long footprints - left feet are green and right feet are red. Spray the bottoms of the prints with rubber spray to make them more resistant to skidding. Footprints can be made from contact paper. Bands of red and green material are used to slip over the children's feet and place around their ankles.

DESCRIPTION: When introducing this activity ask the children to tell you what movement pattern is being shown them. Place a simple walking pattern on the floor, put the bands on the feet of one of the children and ask him what he thinks he should do. The prints can be arranged in many patterns, - e.g., long steps, short steps, hopping, toed in, toed out, cross step, and many others.

TEACHING HINTS: These same prints may be used to help children form correct patterns for using the feet in batting, bowling, and in many other activities.

EVALUATION: Observation

KNOTS

TYPE: Movement Exploration

OBJECTIVES: To improve self awareness; to develop special concepts

PLAYING AREA: Classroom or gymnasium

DESCRIPTION: The children are scattered over the playing area. The instructor introduces the activity by having the children watch him tie a knot in a small piece of rope or handkerchief. The children are asked to do the same thing with their arms; next, to do it with their legs. Finally having them tie their arms and legs together. This makes an excellent partner or small group activity.

TEACHING HINTS: Attempt to untie each child's knot by tugging at an arm or leg. Encourage the children to hold "tight".

EVALUATION: Observation

LET'S GO FISHING

TYPE: Basic concepts

OBJECTIVES: To improve listening ability. To improve one's ability to carry out instructions. To create an interest in class activities.

PLAYING AREA: Any suitable area

EQUIPMENT: A fishing pole and pond; direction cards.

DESCRIPTION: One child fishes out a direction card. He reads it aloud to the class, and then performs as directed. Directions vary according to the class: bounce the ball; stand on one foot, and put your toes on the line, are but a few examples. Partners fishing together might be instructed to line up side by side or one behind the other. Have the children take turns fishing while the other children perform individually or as a group. Good performance is rewarded by keeping the fish or hanging them on a stringer. The fish is tossed back into the pond if the directions are not carried out.

TEACHING HINTS: If the direction cards are the shape and color of fish, the game will have still more appeal. Pictures of descriptive action may be glued to the fish.

EVALUATION: Observation

ACTIVITIES WITH BEAN BAGS

TYPE: Object handling

OBJECTIVES: To help discover ways of playing with bean bags; to develop such skills as tossing, throwing, and catching.

PLAYING AREA: Playground or classroom

EQUIPMENT: At least one bean bag for each child

DESCRIPTION: Class is seated on the floor in a scattered formation. As the group gains structure, the activities may be carried out while standing.

Individual Tossing and Catching Activities

1. Toss upward underhand - catch with two hands - catch with one hand.
2. Toss progressively higher (stress foot position; right-handed - left foot forward; left-handed - right foot forward).
3. Toss underhand and overhand for distance - run and pick up.
4. Hold a bean bag in each hand (or in one hand) - make large arm circles - release so bag flies upward - catch.
5. Toss upward with one hand - catch with other.
6. Toss two bean bags upward - catch a bean bag in each hand.
7. Toss rapidly from one hand to the other - in front of the body - behind the body - close the eyes.
8. Pass around the body from hand-to-hand rapidly - pass around the legs, between the legs, over the shoulders, behind the neck, etc.
9. Toss upward - catch with hands behind back.
10. Toss upward from behind the body - catch in front.
11. Toss upward and catch on the back, on the knees, toes, on other parts of the body.
12. Hold at arm's length in front of the body with palms up - withdraw hand rapidly from under bag and catch it from on top with a palm-down stroke before it hits the floor.
13. Toss upward - make gesture or movement before catching (e.g., clap hands, touch toes, turn around, beat chest, etc.)

14. Juggle two, then three bean bags.

TEACHING HINTS: Relays and games can be developed from many of the above activities. Circle type games (with balls) can be adapted from bean bag activities. Let the children help you create!

EVALUATION: Observation

NOTE: Activities listed here are by no means exhaustive - children should be encouraged to create their own ideas and movements especially as they become more skilled.

THE TALKING DRUM

TYPE: Basic to other activities

OBJECTIVES: To improve locomotor skills. To allow children opportunity for free expression. To improve listening skills. To develop such concepts as speed, intensity, and size.

PLAYING AREA: Classroom or gymnasium

EQUIPMENT: Tom-Tom or drum

DESCRIPTION: Only the drum tells the children what to do. The children face the instructor from a scattered formation. One child at a time is asked to stand up and do what the drum tells him. The whole class repeats the action that any child has done well or in an exciting way.

MAKING THE ACTIVITY MORE CHALLENGING: As skills improve, beanbags, balls, and other objects can be introduced.

TEACHING HINTS: Begin with such questions as: Is this 'fast' or 'slow'? Can you move 'fast'? Can you move 'slow'? Is this 'loud' or 'soft'? Can you move 'loudly'? Can you move 'softly'? Concepts of big and little can be introduced in this manner also. As these concepts are understood, introduce combinations, such as 'fast' and 'soft'.

EVALUATION: Observation

FUN WITH BEACHBALLS

TYPE: Basic to other activities

OBJECTIVES: To develop visual pursuit. To improve such motor skills as striking and catching. To develop such concepts as intensity, speed, direction, and space.

PLAYING AREA: Classroom or gymnasium

EQUIPMENT: A large beachball for each child

DESCRIPTION: When the group is small each child should be encouraged to play and experiment with his beachball. On a predetermined signal (e.g., a whistle blast, beat on a tom-tom, or the stopping of a record) children immediately stop their activity and listen to the instructor.

TEACHING HINTS: Encourage children to move the beachball to the opposite side of the room by striking it with the hand, the forearm, the head, heel, and other body parts. Set up a simple course and have the children move around the room causing the beachball to go over some objects, under others, and between still others.

MAKING THE ACTIVITY MORE CHALLENGING: Modifications of volleyball in which balloons or beachballs are used can be quite effective in the classroom and in other areas where space is limited.

EVALUATION: Count how many times a child can bat the beachball into the air before it touches the floor. See how many times a group of three or four children can bat one beachball into the air before it touches the floor.

LISTEN AND DO

TYPE: Basic to other activities

OBJECTIVES: To improve listening skills. To help children hear, feel, and see rhythm. To respond effectively to rhythm with hands and feet. To introduce concepts of fast, slow, loud, and soft.

PLAYING AREA: Classroom or gymnasium

DESCRIPTION: Children sit facing the instructor with their eyes closed; they are asked to listen. The instructor claps his hands with medium intensity. The children are asked, "Can you clap your hands as I do?" Introduce the concepts of fast and slow with fast and slow clapping. Have the children say the words "fast" and "slow". Have them discriminate between fast and slow clapping. Introduce soft and loud, heavy and light, and other concepts of intensity and speed.

MAKING THE ACTIVITY MORE CHALLENGING: Have the children stamp their feet in unison, or move around the room to the various tempos.

EVALUATION: Observation

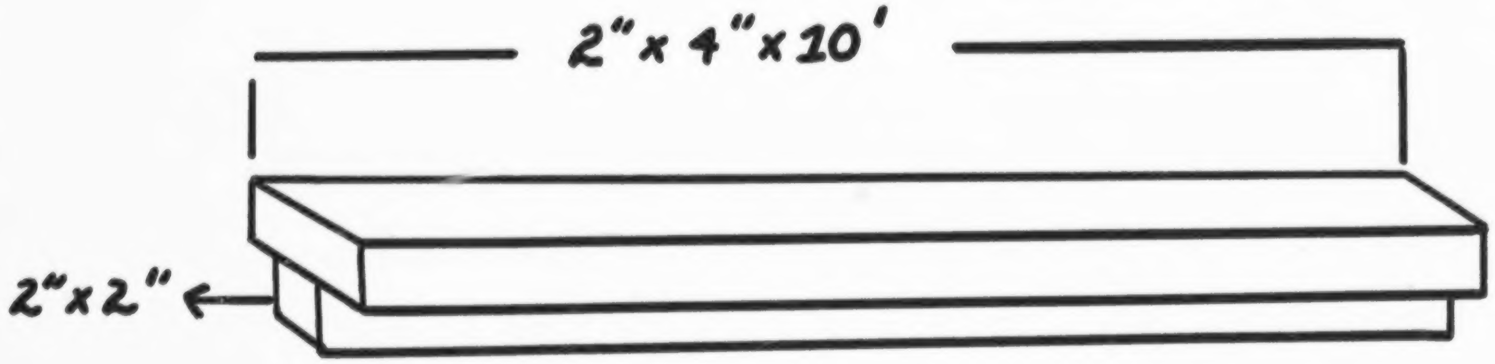
BALANCE BEAM ACTIVITIES

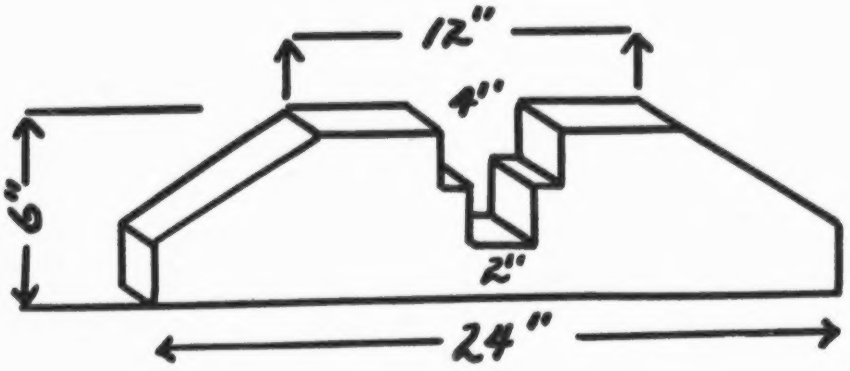
TYPE: Balance

OBJECTIVES: To develop laterality and directionality. To promote better posture. To improve the peripheral vision. To improve poise and self confidence. To develop balance and postural orientation of the body.

PLAYING AREA: Any with sufficient space to put the balance beam(s)

EQUIPMENT: Balance Beam (see diagram)





DESCRIPTION: The child should be encouraged to explore for himself various ways of moving and balancing on the beam. The activities listed below are simply suggested ways in which the individual can be challenged to attempt to attempt progressively more difficult movements.

Balance Beam Activities

1. Travel Forward and Backward (a) touch the heel first, then the toe on each step; feet are kept in a straight line; return, traveling backward touching the toe first, then the heel on each step. (b) travel forward and back walking on the heels. (c) carry a weight in one hand while traveling forward and backward.

2. Travel Sideways (a) move sideways using a step/close pattern traveling the length of the beam and back; (b) move sideways the length of the beam crossing the left leg in front of the right; on the return trip cross the right leg in front of the left. (c) cross one leg behind the other.

3. Turn with the arms extended, folded, or behind the back pivot on the balls of the feet.

4. Hop across beam on left foot; return on the right.

5. The Scale - balance on one foot; the other leg is extended to the rear; the knee is straight, and the head is up.

6. Cat Walk - starting on all fours, move forward and return backward.

7. Pick up Objects - stand on both feet or one foot, pick up various objects from the floor.

8. Midline Crossing - start at one end of the beam, step forward and across the beam using cross over step.

9. Balance While Sitting (a) sit sideways on the beam, balance on the seat; (b) this exercise becomes more challenging when the arms are fully extended to sides and the legs straight and fully extended to the front.

10. Balance on the Stomach - lie across the balance beam on the stomach; extend the arms and legs and hold the head up.

11. Trunk Strengthening Activities (a) sit on the beam with the legs extended and the fingers interlocked behind the neck -- slowly lean backward until the arms and shoulders touch the floor; return to a sitting position; a spotter holds the ankles, presses the heels firmly against the floor. (b) lie on the beam with the hips over it and the fingers interlocked behind the neck. Raise the upper trunk as high as possible off the floor; extend the elbows and hold the head high; a spotter holds the feet firmly against the floor; hold this position

for 10 seconds. (c) start with the back across the beam which is under the buttock - a spotter presses the upper trunk against the floor - raise both feet about 18 inches off the floor; keep knees straight and the toes pointed. Hold this position for 10 seconds. (d) lie on the beam as in exercise (b)above, the spotter pressing the upper trunk against the floor - raise both feet off the floor as high as possible while keeping the knees straight and the toes pointed - hold this position for 10 seconds.

EVALUATION: Observation

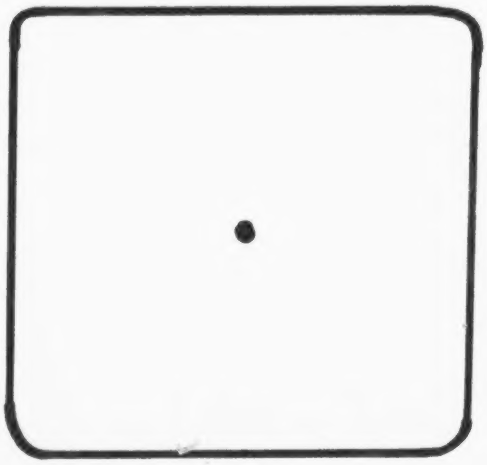
BALANCE BOARD ACTIVITIES

TYPE: Balance

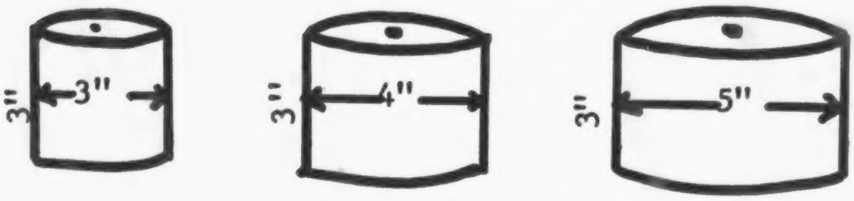
PLAYING AREA: Classroom or gymnasium

EQUIPMENT: Balance board and spools as shown

1. Board -- 12" X 12" X 3/4" (16" X 16" X 3/4" or 20" X 20" X 3/4")



2. Spools



Attach the spool to the board with a winged nut.

For less skilled and younger individuals, 2 X 4's cut different lengths can be substituted for the spools.

OBJECTIVES: To help with coordination difficulties. To develop balance.

DESCRIPTION: The individuals do various activities on the balance board. Start with the board on the floor. As skill improves, attach the largest of the spools to the board and repeat the different activities. As the individuals progress use the smaller spools, continuing with smaller and smaller spools.

SPECIFIC ACTIVITIES: Balance on two feet, one foot; hop on the board; jump over the board; do a variety of foot patterns using the board as the reference point; exercise while balancing; bounce, throw, and catch objects while balancing.

TEACHING HINTS: Encourage the child to develop his own activities.

MAKING THE ACTIVITY MORE CHALLENGING: Perform activities with the eyes closed as well as open.

EVALUATION: Observation

SPRING TRAINING

TYPE: Mimetic

OBJECTIVES: To encourage imaginative play.

PLAYING AREA: Gymnasium or playground

EQUIPMENT: Tom-Tom or record player and appropriate records; this activity may be conducted with good results with no equipment.

DESCRIPTION: The mood for the class is set by the instructor who tells the class they are going to have Spring Training. Partners move into unoccupied areas and play catch, have batting practice, catch fly balls, grounders, and run the bases. The beat of the tom-tom can indicate the tempo of the action.

EVALUATION: Observation

NOTE: This approach can be used effectively for all sports and activities.

CREATIVE RHYTHMIC EXERCISES WITH BALLS

TYPE: Ball handling

OBJECTIVES: To improve in throwing, catching, rolling, and bouncing a ball.

PLAYING AREA: Gymnasium or playground

EQUIPMENT: A 7 to 10 inch rubber ball or basketball for each student.

DESCRIPTION:

1. Swing the ball forward and then backward while holding it in the right hand. This prepares individuals for the underhand throw and develops the follow-through. As the backward swing is increased, so is the forward swing; follow the ball until the palm is pointing to the ceiling.

2. Repeat #1 but toss the ball about 12 inches, then as high as two feet and three feet into the air; catch the ball.

3. Swing the ball in a sideward movement toward the body and then away from the body.

4. Toss the ball to a partner with high looping toss.

5. Toss the ball to a partner with two hand chest pass.

6. Toss the ball to partner with two hand underhand pass.

7. Change the ball from right hand to left hand at the end of swing, and vice versa.

8. Bounce the ball - catch it; toss it into the air and allow the ball to bounce before catching it.

9. Roll the ball to a partner.

10. Hold the ball horizontally in front of the body; toss it into the air and catch it.

11. Hold the ball horizontally out to one side of body; toss it into the air and catch it.

12. Repeat #10 and #11, adding a bounce to the sequences on the next rhythmic beat.

13. Hook pass overhead from back to front; from side to side - maintain contact with the ball at all times.

14. Repeat #13, tossing the ball into air at peak of the movement.

15. Repeat #13, bouncing the ball at the end of the hook pass.

16. Holding the arms vertically above the head - toss and catch.

17. Bounce the ball using two hands, one hand, or other parts of body; bounce the ball in front, to the sides, and behind the body.

18. Bounce or toss the ball - drop the hands, turn the body, swing the upper torso under the ball.

19. Bounce the ball while kneeling, lying, or sitting.

20. Dribble the ball at a set speed -- gradually increase or decrease the speed.

21. Bounce the ball under one raised leg from outside to inside, and then from inside to outside.

22. Pass the ball around various parts of body.

23. Roll the ball - jump, stag leap over it.

24. Sit and roll the ball forward and backward on the legs.

Add your own creative movements. Have students add their creative movements.

MAKING THE ACTIVITY MORE CHALLENGING: Increase tempo for performing these exercises.

EVALUATION: Observation

CLEAN UP YOUR OWN BACK YARD

TYPE: Throwing

OBJECTIVES: To improve throwing ability. To learn to follow instructions. To become more agile.

PLAYING AREA: Gymnasium or playground (Divide the playing area with a line.)

EQUIPMENT: Several balls (Wads of newspaper secured with masking tape make a satisfactory substitute.)

DESCRIPTION: Have two teams - one on each side of the dividing line; use half as many balls as there are children. On a signal, the children throw balls to the other side. Any ball that lands on their own side is thrown again. On a second signal the children sit down. The side with the fewest balls on their side is the winner.

TEACHING HINTS: Some children will need to be encouraged to go get the ball. Emphasize that only one ball should be thrown at a time. Be sure the children stop play and sit down when signaled to do so.

MAKING THE ACTIVITY MORE CHALLENGING: Place a net across the center of the area. Children must throw the ball over the net. The height of the net is determined by the skill of the children.

EVALUATION: Observation

CHASE THE ANIMAL AROUND THE CIRCLE

TYPE: Ball handling

OBJECTIVES: To improve in throwing and catching a ball.

PLAYING AREA: Classroom, gymnasium or playground

EQUIPMENT: Two rubber balls that are different in size or color.

DESCRIPTION: Players form a single circle; different size or colored balls are given to two players who are standing on opposite sides of the circle. The two balls are passed around the circle, one ball trying to catch the other one. The balls may be named for different animals (e.g., Rabbit and Fox with the Fox trying to catch the Rabbit).

MAKING THE ACTIVITY MORE CHALLENGING: Add more balls - each chasing the one in front. Permit the chasing ball to go in either direction around the circle which makes it necessary to change the direction in which the other ball is going.

EVALUATION: Observation

BALL HANDLING ACTIVITIES

TYPE: Throwing - Catching - Kicking

OBJECTIVES: To develop familiarity with balls in a variety of situations. To give children an opportunity to be creative. To help children analyze their own problems and problems of others.

PLAYING AREA: Playground or gymnasium

EQUIPMENT: A 6 to 10 inch rubber ball for each child.

DESCRIPTION: These suggestions are intended only as guides. Each instructor should use his own ideas and activities. Different children will often take the same instructor along different avenues. Often these avenues are better than the way planned by the instructor. We often learn from the children.

A. Creative activities.

1. Can you throw the ball to yourself?
2. How many different directions can you use when you throw the ball to yourself?
3. How many different ways can you throw the ball without using your hands?
4. Can you throw your ball up and catch it? How many different ways can you move and still catch the ball?
5. How many places can you put your hand and catch the ball?
6. *How many different levels can you use when tossing the ball up and catching it?
7. Can you toss the ball up, take three steps and catch the ball on a fly?
8. How many different ways can you get the ball from where you are to the wall?
9. Can you make the ball move forward without throwing it?
10. How many different directions can you use to roll the ball to yourself?
11. How many ways can you make the ball go around you?
12. What can you do with your ball using only one hand? Now try the other hand.
13. *How many different levels can you bounce your ball?
14. How many different ways can you move while you dribble your ball?
15. How many different places can you look and still catch and bounce or dribble the ball?
16. How many different parts of your body can you use to bounce the ball?
17. Can you move some part of your body between the time you bounce and catch the ball?
18. Can you bounce up and down as the ball bounces up and down?
19. Can you dribble the ball, looking straight ahead?
20. How many different ways can you get the ball to your partner?
21. What can your feet do with the ball?

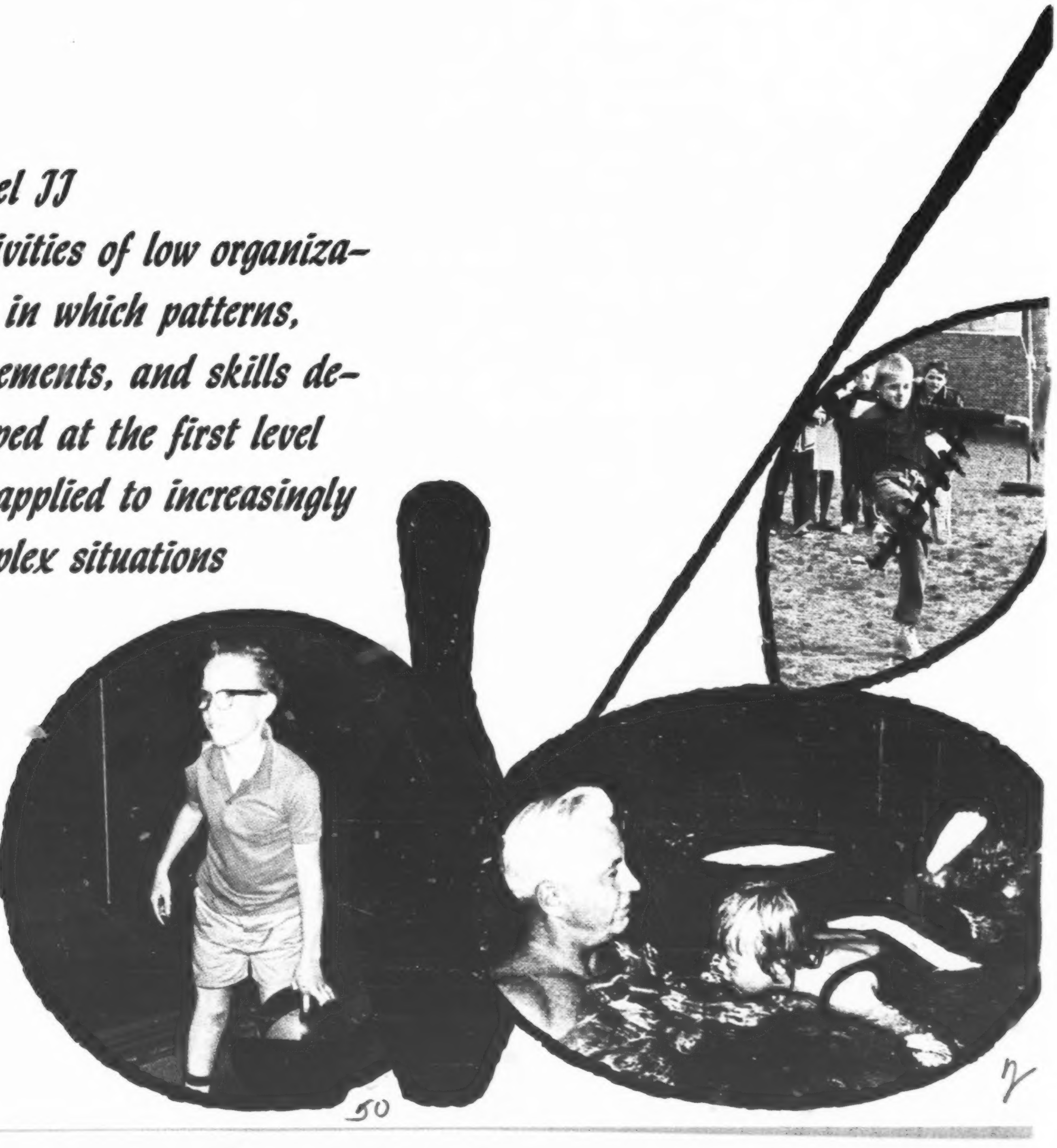
**Before using this, make certain the children know what you mean by level.*

B. Developing a specific skill.

1. Throwing a ball -
    a. How far can you throw your ball?
    b. I noticed several people throwing different ways. Some have their feet apart. Some take a step. Let's all try a throw with our feet together. Now try it with your feet apart. Try again, this time with a step. Which way did you make the best throw?
    c. I see that we don't all step out on the same foot. Which foot do you use? Try it with both, first the foot by the ball, now the other. Try it several times; which way felt best?
    d. What direction is your body facing when you start to throw? Some are facing the direction the ball is to go; others have their side facing the direction the ball is to go. Does this make any difference in how you can move your body when throwing the ball? Does one way feel stronger? Does it make any difference in how far you can throw?

Level II

Activities of low organization in which patterns, movements, and skills developed at the first level are applied to increasingly complex situations



    e. I see some of us are bending our knees as we step out and others are not. Let us all try it both ways and see which way the ball goes the farthest.
    f. Some of us are making our arms follow the ball after it is released and some are not. Try both ways and see which is the best.

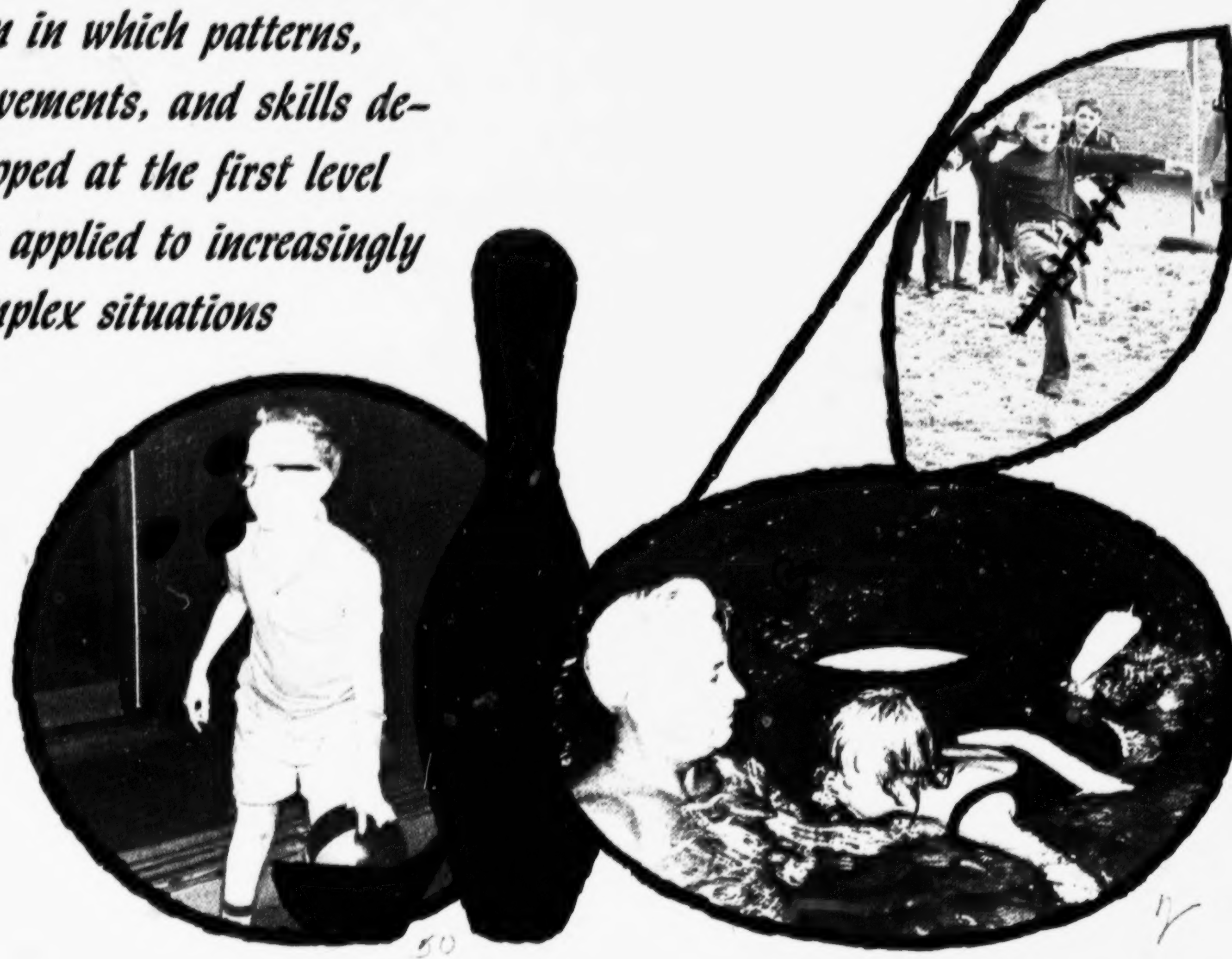
2. Bouncing a ball -
    a. Let us all bounce our ball. How many times can you bounce the ball while standing in one spot?
    b. What part of your hand is touching the ball when you bounce it? Some of us are using the palm of our hands, some the whole hand and others, just our fingers. Shall we try it all three ways and see which works best?
    c. What are you doing with your wrist when you bounce the ball? Some of us keep our wrists stiff; others let our wrists go up and down with the ball. Try both ways and see which is the best. Which way feels the best?
    d. Now take your ball for a walk. What do you do differently to your ball to make it walk?

3. Kicking the ball -
    a. How far can you kick the ball? (Some children will punt or drop-kick while other will kick it from the floor.)
    b. I noticed some of us are bringing the foot we kick the ball with backward behind the ball and then letting our foot follow the ball after kicking it, and others are just stopping our leg when it meets the ball. Try both ways and see which way makes the ball go farthest. Which feels the best?
    c. What part of the foot kicks the ball? Some say the toes, others say the top of the foot (instep). Try both and see which makes the ball go farthest.
    d. What did the foot that did not kick the ball do? What did your arms do? How does this help you kick?

EVALUATION: Observation

Level II

Activities of low organization in which patterns, movements, and skills developed at the first level are applied to increasingly complex situations

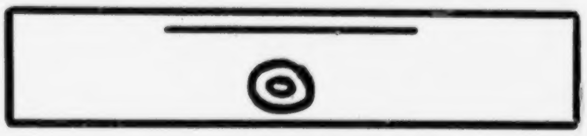


BEAN BAG IN CIRCLE

TYPE: Throwing - Underhand

OBJECTIVES: To improve the underhand throwing motion

PLAYING AREA: Any smooth hard surface; marked as shown:



EQUIPMENT: A bean bag for each child

DESCRIPTION: The players stand eight feet from a double circle target drawn on the play area and toss bean bags at the target. It is a foul to step over the line while tossing or to push or crowd other players. A bean bag landing in the outer circle scores one point while one landing in the inner circle scores two points. The player with the highest score wins the game. Small groups or squads for each target increase participation for more children.

MAKING THE ACTIVITY MORE CHALLENGING: Increase the distance from the throwing line to the double circle.

EVALUATION: Observation

TARGET TOSS

TYPE: Throwing - Underhand

OBJECTIVES: To learn to take turns. To gain in experience with numbers and in keeping score. To improve the skill of sliding bean bags for distance, direction, and accuracy.

PLAYING AREA: Any smooth hard surface, marked as follows:
A line six feet long in front of each team
A circle three feet in diameter - 15 feet in front of the throwing line.

DESCRIPTION: The players stand in a straight line in back of the throwing line. At a predetermined signal, the players take turns stepping to the line and slide their bean bags toward the target circle. After each player has had his turn the bags in each circle are counted. The team with the highest number is the winner.

TEACHING HINTS: Have players take turns counting the bags. Put a spot in the center of the circle - count two for any bag touching this spot.

EVALUATION: Observation

HIT THE BUCKET

(Bean Bag Toss)

TYPE: Throwing - Underhand

OBJECTIVES: To develop proper technique in throwing underhand

PLAYING AREA: Any smooth hard surface marked with a circle twelve to twenty feet in diameter.

EQUIPMENT: One bean bag for each child; waste can or basket; twelve inch colored ribbon for each child

DESCRIPTION: The class is in a circle formation with the waste can in the center. The ribbon is tied around left foot of the right handed children and the right foot of the left handers. Children are encouraged to swing the arm back and step forward with the foot with the ribbon around it as they try to toss the bean bag into the waste can. The first child to toss the bag into the waste basket a predetermined number of times can be declared the winner.

TEACHING HINTS: In order to maintain good class organization, children should take turns tossing. If the class exceeds ten children, two or more circles should be used.
Have a player in the middle of the circle to retrieve and return the object.
Have several games of three or five children to maintain greater interest than having one game of ten.

MAKING THE ACTIVITY MORE CHALLENGING: Have a larger circle and/or smaller can. Include individual and/or team competition.

VARIATIONS: Use a ball in place of the bean bag. Use two hand, right hand, and left hand toss.

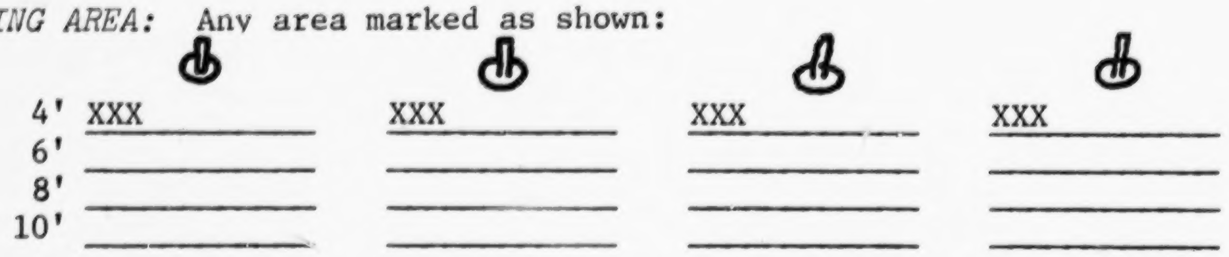
EVALUATION: Observation

BACK UP

TYPE: Throwing - Underhand

OBJECTIVES: To improve underhand throwing for distance and direction
To develop technique for making a ring to land flat
To have opportunity to share and to take turns

PLAYING AREA: Any area marked as shown:



EQUIPMENT: A rubber ring for each child; a peg, eight inches high for each group of three children.

DESCRIPTION: Children are organized in groups of three or four. Each group has an 8" high peg at which to toss with the court marked as shown. Children take turns, use the underhand throw, and attempt to ring the peg from the line nearest the peg. If successful the player Backs Up to the next line. The first player to ring the peg from the back line is the winner.

TEACHING HINTS: Give the restraining lines names such as Sparrows for the first line, Red Birds, for the second line, Hawks for the third and Eagles for the fourth, to make this activity more interesting.

EVALUATION: Observation

CAN CAN GAME

TYPE: Throwing - Underhand

OBJECTIVES: To develop underhand throwing motion
To learn to follow rules
To learn to use numbers
To learn to keep score

PLAYING AREA: Sand or other soft surface

EQUIPMENT: Two cans or cups; six rubber washers (three green and three red) Sink the cups in the ground so that their tops are slightly below ground level.

DESCRIPTION: The game is played the same as horseshoes except that washers are used in place of horseshoes and the sunken cups for pegs. The size of the washer, the size of the can, and the distance between the cans are factors that may be changed according to the skill of the players.
Scoring can be adjusted according to the abilities of the players. Normally points are scored in any one of the following three ways: (1) a washer in the can counts three points unless neutralized (capped) by an opponent; (2) a washer hanging over the edge of cup (a leaner) counts 2 points unless an opponent's washer is hanging further over the edge, in which case the opponent scores 2 points; (3) any washer within two times the diameter of the washer being used counts one point, however if an opponent's washer is closer, only his counts. The first player to reach 21 points is the winner.

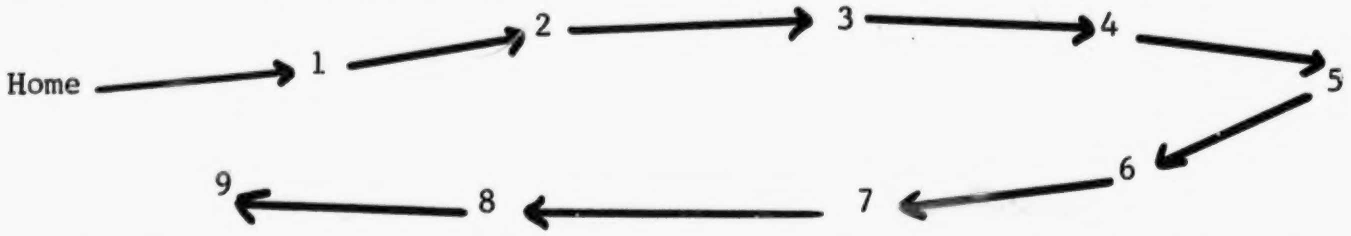
EVALUATION: Observation

AROUND THE WORLD

TYPE: Throwing - Underhand

OBJECTIVES: To improve the accuracy of the underhand throw
To provide opportunity to keep score
To teach how to make a ring land flat

PLAYING AREA: Any area as shown:



DESCRIPTION: The object of the game is to travel Around the World with the fewest number of tosses. Pegs are arranged around the course with the distance between them determined by the skill of the players. Starting from Home; each player takes his turn. Each time a toss is made and the peg missed, the player retrieves his ring and returns to try again from the peg from which he was last successful. If a ringer is thrown, the player advances to try for the next peg.

EQUIPMENT: A round rubber ring for each player; nine pegs extending about 8" above the floor or ground. (The rubber rings may be made from old garden hose - cut the hose into 24" lengths and fasten the ends by glueing a 3" dowel pin into each end.)

OVER THE NET (NETBALL)

TYPE: Throwing - Catching

OBJECTIVES: To introduce volleying to more advanced players
To teach getting the ball over the net
To promote improved social ability
To stimulate muscle development and coordination
To develop an awareness of body parts in relation to the ball, net, teammates, and opponents

PLAYING AREA: Hard surface marked as a volleyball court

EQUIPMENT: Volleyball and net. (Height of net can be varied according to age and ability of children.)

DESCRIPTION: This game has been used with pre-primary youngsters. Players throw the ball over the net. The other team catches the ball and throws it back. They need not even catch it before it hits the ground - the main objective is to throw the ball over the net - each time it is done scores one point

TEACHING HINTS: For very young children the rules should be kept at a minimum - just getting the ball is a thrill for them. If one student is making all the plays, have the ball thrown to a teammate before returning it over the net.

MAKING THE ACTIVITY MORE CHALLENGING: Have the participants throw the ball to a teammate who throws it over the net. Have them strike the ball instead of catching it. Have them hit or catch the ball before it touches the ground. Use fewer players on a team.

EVALUATION: Observation

BOCCE

(Italian Bowling)

TYPE: Throwing - Underhand

OBJECTIVES: To develop the underhand throwing motion
To improve in accuracy, distance, and direction in throwing
To learn to keep score

PLAYING AREA: Any smooth hard surface

EQUIPMENT: A bean bag for each player

DESCRIPTION: Arrange the children in one or several vertical lines. Using an underhand throw, the first player slides his bean bag on the floor. The other players then take turns to see who can get their bean bags closest to the first target bag. The player who throws closest to the target bag scores a point and then throws his bag first on the next turn. The first player scoring a predetermined number of points wins the game.

MAKING THE ACTIVITY MORE CHALLENGING: Play the game with shuffleboard discs and cues or rubber rings.

TEACHING HINTS: Play several games of five points rather than one of twenty points. Try to knock an opponent's bag away from the target bag without actually hitting the target bag.

EVALUATION: Observation

KEEP IT UP

TYPE: Ball Handling

OBJECTIVES: To learn to volley a ball

PLAYING AREA: Classroom, gymnasium or playground

equipment: A volleyball (or other kind of ball) for every five or six players.

DESCRIPTION: The players form teams of five or six and get in small circles; each team is given a volleyball. On a signal the ball is hit into the air by batting it with the open palms. The team that keeps the ball up the longest wins a point; the team with the most points at the end of the playing periods or after a specified number of tries is declared the winner

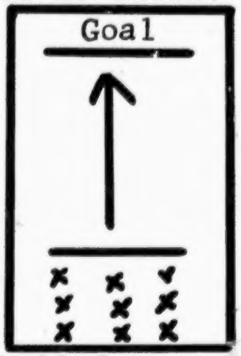
EVALUATION: Observation

KICK AND CHASE

TYPE: Kicking and running

OBJECTIVES: To develop ability to kick a ball (stationary and punt). To develop the concept of a line formation. To develop running capabilities.

PLAYING AREA: Play field marked as shown:



EQUIPMENT: One 8" playground ball for each team of three.

DESCRIPTION: Children are arranged in lines of three as shown in the diagram. The first player kicks the ball (stationary or punt); all chase the ball. After the ball is picked up the members of that team stand in their original order at the spot where the ball was picked up. The lead player goes to the end of the line and the next player on each team kicks the ball on signal. The chasing and lining up process is repeated. The first team to get the ball across the goal line and to line up in order with the ball is declared the winner.

TEACHING HINTS: Have each team go through the game process individually before involving all teams at one time. Arrange teams so that they will be of comparative ability.

MAKING THE ACTIVITY MORE CHALLENGING: The teams return to the starting line in the same manner after reaching the goal line.

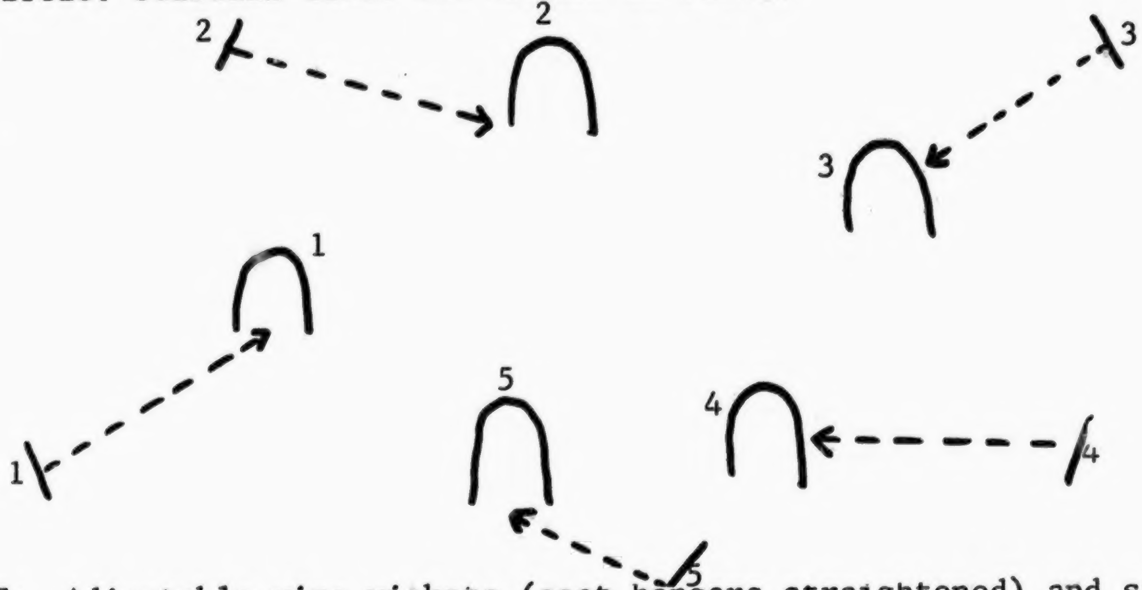
EVALUATION: Objective testing of kicking abilities. Check to see how quickly children can fall into a line formation on a given signal.

TRIPLETS

TYPE: Kicking

OBJECTIVES: To develop direction and control in kicking. To develop a basic understanding of golf and croquet. To teach children to keep score.

PLAYING AREA: Outdoor playfield; wire wickets are placed around the circumference of a circle: starting lines are marked as shown:



EQUIPMENT: Adjustable wire wickets (coat hangers straightened) and six to nine inch playground balls.

TEACHING HINTS: Be sure that children understand the sequence of holes they are to play. Starting lines and wickets should be numbered or marked with the same color. More highly skilled players should be allowed to play through as in golf.

MAKING THE ACTIVITY MORE CHALLENGING: Wickets and balls may be made smaller, and the distances from the starting lines to the wickets increased. Pars may be changed. The game may be played by hitting a smaller ball with a stick or club.

EVALUATION: Improved scores will indicate skill development.

SWAT TO THE RIGHT

TYPE: Striking

OBJECTIVES: To learn to give and take.
To develop the ability to hit while running.

PLAYING AREA: Any indoor or outdoor area large enough to accommodate the group.

EQUIPMENT: Rolled newspaper

DESCRIPTION: Children form a circle with two feet between them, hands are behind their backs. The leader goes around the outside of the circle and places the newspaper in a player's hands. That player immediately starts swatting the one on his right below the shoulders with the paper. The player being swatted runs to his right around the outside of the circle and back to his original position. The leader takes the place of the swatter as a member of the circle. The new leader (the one now with the paper) then gives the paper to another player and play continues.

TEACHING HINTS: Do not play with a large group, since only two children are involved simultaneously; have two or more groups playing at once.

SAFETY SUGGESTIONS: Be sure the paper is not too thick or rolled too tightly. Do not allow hitting near the head.

EVALUATION: Observation

PUSH BALL RELAY

TYPE: Striking

OBJECTIVES: To develop skill in hitting a moving ball with a stick

PLAYING AREA: Outdoor playfield

EQUIPMENT: An eight to ten inch playground ball and stick for each time.

DESCRIPTION: Teams are in a relay file formation. Each player, in turn, pushes a basketball with a stick over a goal line.

TEACHING HINTS: The ball may be deflated slightly to slow it down. A field is preferable to a hard surface to impede the speed of the ball.

MAKING THE ACTIVITY MORE CHALLENGING: A longer stick or smaller ball may be used. The distance between the starting line and goal line may be lengthened.

VARIATIONS: Push the ball over the goal line, pick it up and carry it back to the next player who waits behind the starting line.

Carry the ball to the goal line and push it back over the starting line.

Push the ball to the goal line and back across the starting line.

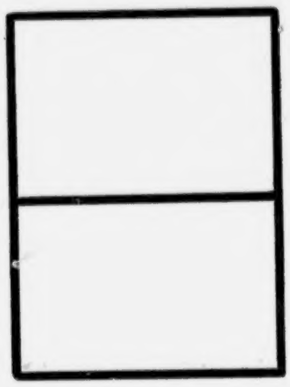
EVALUATION: Observation

BATBALL

TYPE: Striking

OBJECTIVES: To develop skill in striking a ball with the hand

PLAYING AREA: Any smooth hard surface; draw a court with a center and/or boundary lines, as illustrated:



EQUIPMENT: 7 inch rubber ball for every two children

DESCRIPTION: Divide the players into pairs with each couple having a ball. Players hit the ball back and forth using the open hand. Different patterns (e.g., one bounce, two bounces, no bounces) can be introduced.

TEACHING HINTS: Arrange players so that those together are of comparable ability.

MAKING THE ACTIVITY MORE CHALLENGING: Use a smaller ball and/or one that does not bounce as freely. Make the court similar to a paddle tennis court and keep score.

EVALUATION: Keeping the ball in play longer indicates increased skill development.

THE TARGET

TYPE: Throwing - Dodging

OBJECTIVES: To improve accuracy in throwing a ball; to dodge a thrown ball.

PLAYING AREA: Playground or gymnasium

EQUIPMENT: Two 7 to 10 inch rubber balls or two volleyballs.

DESCRIPTION: The players form a single circle - one player is it- - and is the target. It must stand in a small circle. Players try to hit it with the rubber ball. If it is hit below the waist or gets both of his feet outside the small circle, the thrower becomes it.

MAKING THE ACTIVITY MORE CHALLENGING: Use two balls instead of one; make outer circle larger.

EVALUATION: Observation

TABLE FOOTBALL

TYPE: Ball handling and breath control

OBJECTIVES: To develop the ability to control a ball by blowing

PLAYING AREA: Anywhere with adequate space

EQUIPMENT: Four Coca Cola bottles, a ping pong ball, and a rectangular table

DESCRIPTION: Four Coca Cola bottles (two at each end of the table) are placed like football goal posts on a table that is wide enough so people do not blow in one another's faces. One end is the Blue team's goal, the other the Red's goal. Players kneel on the floor so their chins are level with the top of the table. Players alternate on each side of the table (i.e., Red-Blue-Red-Blue). One Red player is goal keeper and kneels at one end of the table and a Blue player is the goalie at the other end of the table. The ping pong ball is placed in the middle of the table at the start of the game. The object is to blow the ball through the opponent's goal. If the ball rolls off the table, it is placed in the center and play then resumes. One point is scored for each goal.

MAKING THE ACTIVITY MORE CHALLENGING: Have all the Red team on one side of the table and all of the Blue team on the other side. One player from each team opposes each other trying to score a goal. Have several players from each team oppose each other at the same time. Use several balls at the same time.

EVALUATION: Observation

BALL PASSING RELAY

TYPE: Ball Handling

OBJECTIVE: To develop the ability to handle a ball.

PLAYING AREA: Any in which there is sufficient space.

EQUIPMENT: One ball per team and a chair for each participant.

DESCRIPTION: Divide the group into teams of six or seven; the members of each team sit on chairs arranged in files (one behind the other). The first player of each team holds the ball and on the signal Go passes the ball over his head to the next player who passes it over his head to the next, and on to the end of the line. When the player at the end of the line receives the ball, he carries it to the head of the line and sits in the first player's chair. While he is moving from the back to the front of the line, all players in the line move back one seat. The procedure is repeated until all players are back in their original chairs. If the ball is dropped, the player losing it must recover it and return to his chair before passing it on to the next player.

VARIATIONS: Do this in other ways (i.e., sit on the floor; stand) and with various other passes (e.g., roll the ball, hand it to the right or the left, bounce it).

EVALUATION: Observation

BILL BOARD

TYPE: Tossing and Throwing

OBJECTIVES: To develop accuracy and skill in the different throwing motions and movements

PLAYING AREA: Any that is appropriate

EQUIPMENT: A board or heavy paper of convenient size (24 X 24, 24 X 30, 30 X 30) marked in 6-inch squares, or a diagram may be drawn on the floor or blacktop area with chalk. Mark the squares with different numbers to give each a scoring value.

DESCRIPTION: Toss the objects (rubber rings, small bean bags, washers) onto the numbered squares from distances according to the ages and abilities of the children.

MAKING THE ACTIVITY MORE CHALLENGING: For those with greater arithmetic ability, increase the numerical value of each square to make adding them more difficult and challenging

EVALUATION: Observation

CIRCLE STRIDE BALL

TYPE: Striking

OBJECTIVE: To develop skill in hitting a moving ball on the ground with open hand.

PLAYING AREA: Any smooth surface.

EQUIPMENT: A playground ball

DESCRIPTION: Six to fifteen players form a circle; legs are astride and the feet touch those of their adjoining players. The ball is put in play by a player who hits it into the center of the circle. The ball is hit by players around and across the circle until it passes between a player's legs - this player is then eliminated, returning when the next player is eliminated. The ball must be clearly hit by the hand and not thrown or pushed.

TEACHING HINTS: The original game of stride ball is one in which players are permanently eliminated. However, by allowing them to return to the game, discipline is easier to maintain and no one child spends most of the time sitting and watching. Those eliminated may be required to perform some other activity (e.g., ten jumping jacks, ten squat thrusts, five sit-ups, run to the fence and back, etc.) Children cannot squat low or put their knees together to stop the ball and prevent it from passing through their legs. If the ball starts bouncing, stop the game and start over.

VARIATIONS: Roll the ball. Have the player, who is designated as it in the center of the circle. Try to roll the ball out of the circle between the feet of any of the players. If it is successful, he and the one who let the ball go through his legs change positions. Have players on the circle try to pass the ball among them without it touching the ball.

SAFETY SUGGESTIONS: Children with glasses should remove them or be given a glasses guard

EVALUATION: Observe length of time ball is kept actively in play.

BALLOON PUSH BALL

TYPE: Object Handling

OBJECTIVES: To improve hand/eye coordination, endurance, and mobility

PLAYING AREA: An open play room or gymnasium

EQUIPMENT: Large inflated balloon or beach ball

DESCRIPTION: Have teams of equal numbers on opposite sides of the center line. The balloon is tossed up over the center line. Players can use any part of the body to bat the ball. All players may cover any area after the center toss. A score results when the ball touches the opponents' wall. Any number of predetermined points constitutes a game.

MAKING THE ACTIVITY MORE CHALLENGING: A large beach ball instead of the balloon creates a much more challenging game.

EVALUATION: Observation

HOT POTATO

TYPE: Ball Handling

OBJECTIVES: To improve in throwing and catching a ball

PLAYING AREA: Playground, gymnasium, or classroom

EQUIPMENT: Two 7 to 10 inch rubber balls, two basketballs, two bean bags, or two volleyballs.

DESCRIPTION: Players form a circle and pass a ball among them very quickly. At a signal - Hot Potato - the player having the ball is eliminated and stands in the middle of the circle. After five players are in the middle, another circle is started. The last players to be passing the ball around the first circle win.

MAKING THE ACTIVITY MORE CHALLENGING: Increase the size of the circle. Place a person in the center of the circle who is it. Players on the circle pass the ball among themselves trying to prevent it from touching the ball. If it touches the ball, he changes places with the one who thre it.

VARIATIONS: The ball is bounced or specific kinds of throws (underhand, overhand) or passes are used.

EVALUATION: Observation

BEATBALL OVERTAKE

TYPE: Ball Handling

OBJECTIVES: To acquaint children with a circle formation
To improve ball catching skill

EQUIPMENT: A large circle and a large playground ball.

DESCRIPTION: Players are in a circle formation with the leader holding a ball and standing in the middle of the circle. The leader calls the name of one of the players and then throws him the ball. The player called hands the ball to one of the players on either side of him and then steps to the outside of the circle. He begins walking around the outside of the circle in the direction which he passed the ball. The players meanwhile pass the ball around the circle. The player walking attempts to beat the ball back to his starting place.

MAKING THE ACTIVITY MORE CHALLENGING: Make the circle larger. Allow the players to run around the circle.

EVALUATION: Observation

BEAN BAG DISTANCE THROW

TYPE: Throwing

OBJECTIVES: To improve skill in throwing for distance
(Use both underhand and overhand throwing motions.)

PLAYING AREA: Playground or gymnasium

EQUIPMENT: One bean bag for each child.

DESCRIPTION: Children line up behind a throwing line. On the signal from the leader, the children throw the bean bags as far as possible. After all bags have been thrown, children run to retrieve their own bags, then return to the throwing line.

MAKING THE ACTIVITY MORE CHALLENGING: A target may be used to challenge the players.

EVALUATION: Observation

STEAL THE BASE

TYPE: Throwing

OBJECTIVES: To improve skill of throwing ball at a moving target.

PLAYING AREA: Playground or gymnasium

EQUIPMENT: Volleyball or 7 to 10 inch rubber ball

DESCRIPTION: Players are divided into small groups who choose a certain spot on the play area for their home. One player is designated as it. It stands holding a large rubber ball in the middle of the play area. The different groups motion to each other to change homes with them. It tries to hit them with the ball. If it succeeds in hitting one, he takes his place in the group and the one hit becomes it. If it doesn't hit someone in three tries, he chooses someone else to be it.

EVALUATION: Observation

DONKEY DODGE BALL

TYPE: Throwing and Dodging

OBJECTIVES: To improve in throwing a ball

PLAYING AREA: Playground or gymnasium

EQUIPMENT: 7 to 10 inch rubber ball or volleyball

DESCRIPTION: Players are in a circle; three players are in the center and form the Old Horse. Each of these three clasps the player in front by the waist. The player in front is the head; the next player, the body, and the last player, the tail. The players in the circle are given a ball and attempt to hit the tail. When the tail is hit, he joins the circle and the player hitting the tail becomes the head - the head becomes the body, and the body becomes the tail. The game continues in this manner.

MAKING THE ACTIVITY MORE CHALLENGING: Increase the size of circle; use two or more balls.

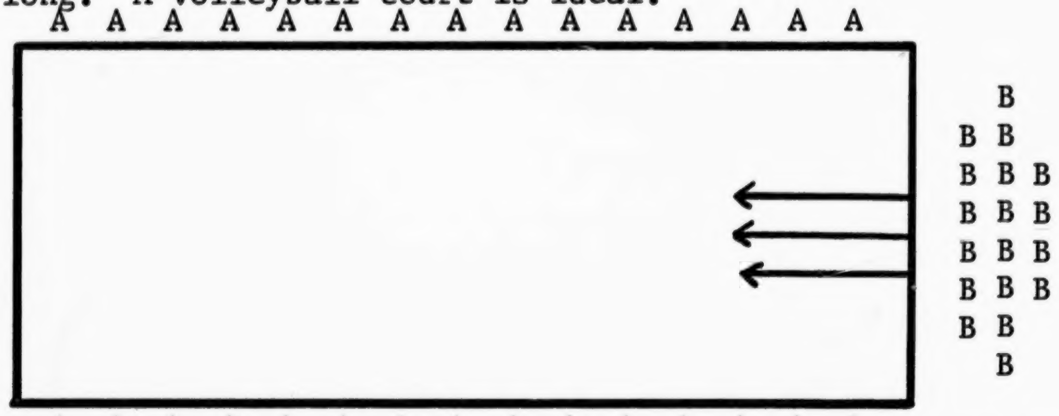
EVALUATION: Observation

RUNNING DODGE BALL

TYPE: Throwing and Dodging

OBJECTIVES: To improve agility; to stimulate cardiovascular endurance, to improve throwing skills.

PLAYING AREA: Playground or gymnasium. Use two parallel lines about 30 feet apart to form a gauntlet. The gauntlet, as illustrated below, is about 60 feet long. A volleyball court is ideal.



EQUIPMENT: Four to six rubber balls (soft foam rubber or rolled up gym socks make adequate substitutes).

DESCRIPTION: Team A throws; Team B runs the gauntlet. Team A players line up on each side of the playing area. Team B lines up at one end of the gauntlet. On a signal, Team B players run through the gauntlet, touch the end line and run back to the starting line. A point is scored for each player completing the gauntlet without being hit. Players getting hit must sit down immediately. Team B then becomes the throwing team and Team A runs the gauntlet.

TEACHING HINTS: Running Dodge Ball should be preceded by other more simple games involving dodging and throwing.

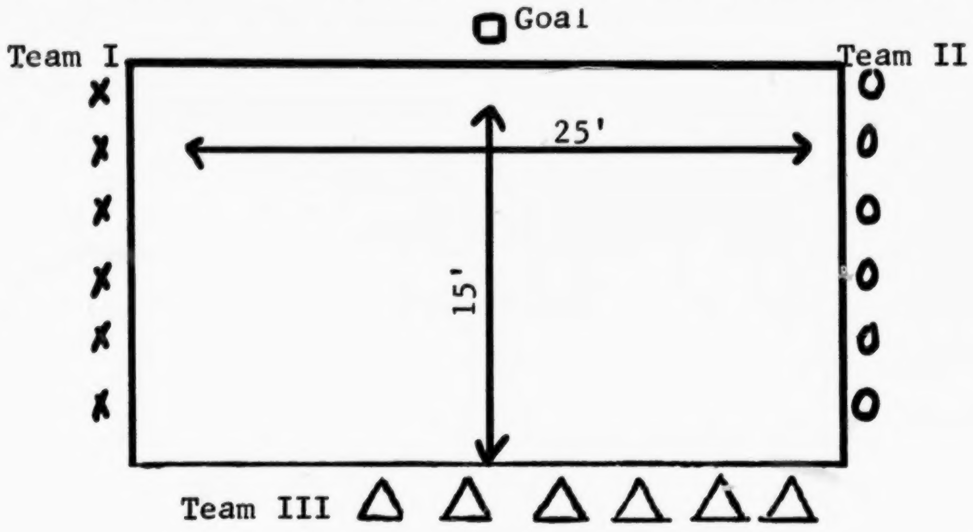
EVALUATION: Observation

EVADING BALL

TYPE: Throwing and Dodging

OBJECTIVES: To improve in throwing a ball accurately and in dodging a thrown ball.

PLAYING AREA: Playground or gymnasium marked as illustrated:



EQUIPMENT: A 7 to 10 inch rubber ball, or a volleyball

DESCRIPTION: The players are divided into three equal teams. Team I and Team II form at the side lines and face each other 25 feet apart. Team III stands single file outside the playing area between the two teams and is the running team. A goal is established 15 feet in front of Team III as is illustrated in the diagram.

A volleyball is given to one of the players on either Team I or Team II. On a signal this player throws the ball at the first runner from Team III who runs to the goal and back. A point is scored if the runner succeeds in keeping from being hit by the ball. When the entire team has run, the scores are totaled and the teams change positions until all teams have been the runners. The team with the highest score wins the game.

EVALUATION: Observation

SOUTH AMERICAN RELAY

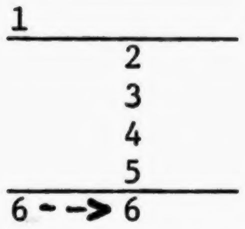
TYPE: Ball handling and running

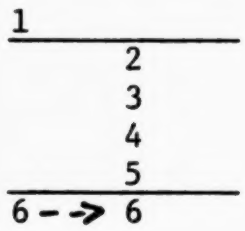
OBJECTIVES: To develop skills in handling a ball and in running;
To develop the ability to follow directions and rules.

PLAYING AREA: Any in which there is sufficient space

EQUIPMENT: Rubber ball, volleyball, or other ball of this type.

DESCRIPTION: Divide children into two vertical lines with approximately six children to each line, and assign them consecutive numbers. On the starting signal, No. 1 rolls the ball to No. 6. As soon as No. 6 gets the ball he steps into line, replacing No. 5 who has moved up one place. The ball is passed between players down the line during which time No. 1 runs to the back of the line and takes the place of No. 6. As soon as No. 2 receives the ball he steps into the place formerly occupied by No. 1 and becomes the roller. This continues until No. 1 is back in his original place. (See diagram)





VARIATIONS: Use different kinds of passes (e.g., overhead, between legs, over-and-under, side, etc.). Use different locomotor skills (e.g., jump, hop, skip, gallop, slide, etc.), to move from the front to the back of the line.

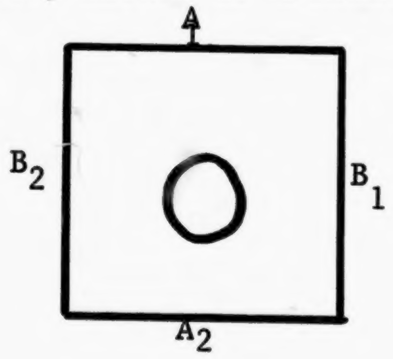
EVALUATION: Observation

COME BACK BALL

TYPE: Ball Handling

OBJECTIVE: To improve in ability to handle a ball

PLAYING AREA; Any smooth hard surface, marked as indicated



EQUIPMENT: Balls that will bounce

DESCRIPTION: Four players stand on each of the sides of a 12 foot square marked in the play area. In the center of the square is a circle 12 inches in diameter. Each player faces his partner across the square. The players keep the ball bouncing from the palm of one hand to the center spot and on to the player opposite; the ball is returned in the same way. A bad stroke makes it impossible for the player opposite to return it and counts as a miss, at which time the ball goes to the other pair.

MAKING THE ACTIVITY MORE CHALLENGING: Have the players try to knock their opponents' ball out of the center as it hits there. Have both pairs of players keep balls going back and forth across the square at the same time.

EVALUATION: Observation

TWIN BALL

TYPE: Kicking and Dribbling

OBJECTIVES: To develop the ability to keep a ball under control while kicking it (foot dribble). To improve in kicking accuracy.

PLAYING AREA: Any smooth surface

EQUIPMENT: Indian Clubs, old bowling pins, filled bleach bottles, or filled milk cartons.
A ball for each team.

DESCRIPTION: Each team has one ball and one club (or other object). Give each person a number (in large groups, give a number to two or more individuals on each team); the instructor calls a number - the appropriate players run from their lines, kick the ball and attempt to knock over their club. The first one to knock the club down scores a point for his team. The game can be won by a certain number of points (after all have had their turns, or after a specific time limit has been reached).

MAKING THE ACTIVITY MORE CHALLENGING: Omit the ball and have the players run and attempt to kick the club over with their feet. Have the players dribble the ball to a given line from which they try to knock the club over with the kicked ball. Put additional material in the bleach bottles or milk cartons to make them heavier and more difficult to fall. Have the players throw the ball from a certain line rather than kicking it.

EVALUATION: Observation

DISC RELAY

TYPE: Pushing with an object

OBJECTIVES: To learn to take turns
To develop an underhand pushing motion
To develop ability to control the shuffleboard cue and disc.

PLAYING AREA: Any smooth hard surface

EQUIPMENT: Shuffleboard disc and cues (or other similar objects)

DESCRIPTION: Divide the group so there are no more than four players to a team. Mark goal line with masking tape, chalk, etc., on the floor about 20 feet from the starting line. Each player in turn pushes the disc with the cue across the goal line and then back to the starting line. The cue must remain in contact with the disc at all times.

MAKING THE ACTIVITY MORE CHALLENGING: Change the goal to a circle. Each player, in turn, shoots at the circle until he puts the disc in the circle.

EVALUATION: Observation

GUARD THE GATE

TYPE: Rolling a Ball

OBJECTIVES: To improve the ability to roll a ball accurately and with greater force. To react to an on-coming ball and stop it.

PLAYING AREA: Any with adequate space.

EQUIPMENT: One large rubber ball.

DESCRIPTION: Players sit on the floor in a circle about an arm's length apart. Each player guards the space on each side of him -- lifts the arms to fill the air space (put up the gate) and lowers the arms to fill the floor space (lower the gate). When players have the idea of guarding the gate, one player takes a ball and rolls it as hard as he can across the circle to try and get it through an open space. Players next to that space try to stop the ball. The player who stops the ball rolls it next. If the ball goes through the gate, the two players next to the opening race for it. The one getting the ball next rolls it.

TEACHING HINTS: Stress that all players except the two going after the ball should remain seated. Praise the player who manages to roll the ball through a gate as well as the one who is able to stop the ball.

EVALUATION: Observation

CALL BALL

TYPE: Object Handling

OBJECTIVES: To improve in the ability to toss, throw, and catch an object. To react to a specific stimulus.

PLAYING AREA: Any with adequate space

EQUIPMENT: Bean bag or ball

DESCRIPTION: A circle is formed with one player taking his position in the center. He tosses the ball up in the air and calls the name of any player on the circle. The player whose name is called attempts to catch the ball before it hits the floor (or on the first bounce). If he is successful, he gets to toss the object from the center and call a new player's name. If the player whose name has been called is not successful in catching the object, the original thrower tosses the object again.

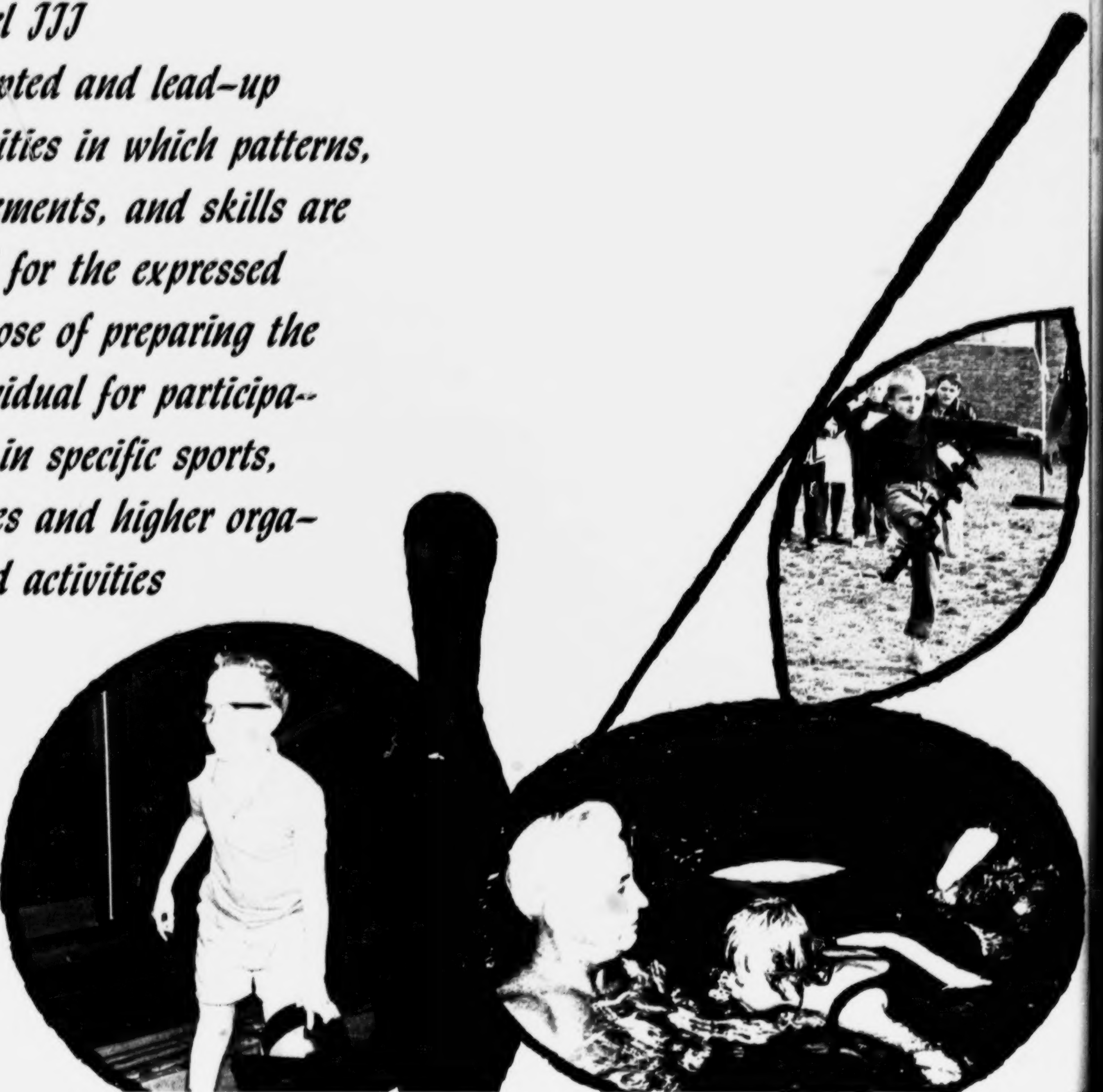
TEACHING HINTS: The center toss should be fair and to a height named by the instructor. Give suggestions on catching and throwing as the children play. Do not leave anyone in the center for a long period of play. Try to see that everyone gets a chance in the center.

MAKING THE ACTIVITY MORE CHALLENGING: Give the children numbers, names of animals, or other objects rather than having them respond to their own names.

EVALUATION: Observation

Level III

Adapted and lead-up activities in which patterns, movements, and skills are used for the expressed purpose of preparing the individual for participation in specific sports, games and higher organized activities



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SIMPLIFIED BADMINTON

TYPE: Badminton lead-up.

OBJECTIVE: To teach the basic skills and rules of badminton.

PLAYING AREA: A badminton court.

EQUIPMENT: Badminton rackets; in place of shuttlecocks use (a) small sponge rubber ball (about the size of a Jacks ball) cut in half and tied into a 4-inch square of cheesecloth; - the ends of the cheesecloth protrude like feathers. (b) A wool yarn ball about 1-3/4 inches in diameter.

NOTE: Because of the unusual flight of a shuttlecock, it is difficult to learn to strike it, particularly in learning the serve. Either of these substitutes is easier to use.

DESCRIPTION: The game is played according to badminton rules, with scoring simplified when necessary.

EVALUATION: Observation

CLOCK GOLF

TYPE: Golf lead-up

OBJECTIVES: To learn putting; to learn scoring of putts, and to become familiar with a golf club.

PLAYING AREA: A twenty foot circle is marked on a mowed grassy area; a can (hole) is sunk in the ground at some spot other than in the center of the circle. Twelve markers numbered from one to twelve are placed around the circumference of the circle as figures on a clock face.

EQUIPMENT: A golf putter for each player; a golf ball for each player.

DESCRIPTION: Players putt from each of the twelve markers, holing out in as few strokes as possible. Players alternate in putting. Six to eight may play at one time. The player with the fewest total putts for the twelve holes is declared the winner.

SAFETY SUGGESTIONS: Players must be given basic instruction in the putting stroke before beginning to play Clock Golf (to minimize the danger of anyone trying a full golf swing and endangering other people who are near). Use plastic balls.

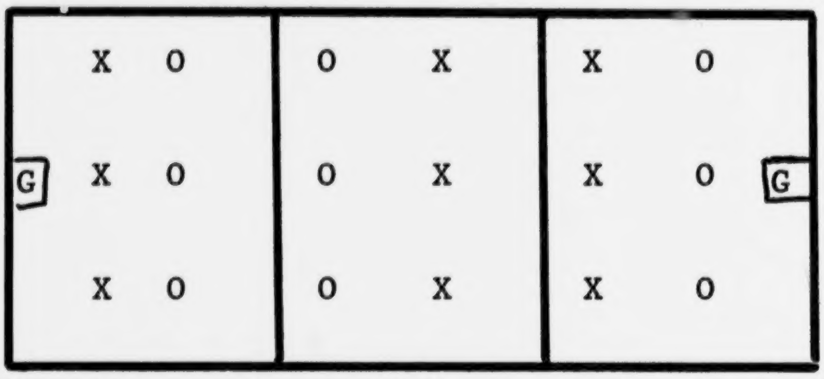
EVALUATION: Observation

DECK FLOOR HOCKEY

TYPE: Hockey lead-up.

OBJECTIVES: To develop ability to strike a stationary or moving object on the floor with a stick. To develop the concept of a team and team play.

PLAYING AREA: Gymnasium or outdoor hard surface court; a large empty room may also be used with no out of bounds. The court is divided into three equal zones with a goal at each end of the court (use chairs or other markers, as illustrated).



EQUIPMENT: Deck tennis ring; one broomstick, two inches long, for each player.

DESCRIPTION: Two equal teams are formed with 7 to 13 players each. One player is the goalie and the others are divided equally among the three zones. The instructor tosses the ring into the center zone. The players in the center zone attempt to slide the ring along the court with the sticks and pass it to teammates. Offensive players in the end zones attempt to score by sliding the ring along the floor and through the opponent's goal. The goalie is the only player who can touch the ring with his hands or feet and may do so only within the goal area; he may throw the ring back into play. Players must strike the ring with the stick and may not carry it on the stick. (Players may play the ring off the walls in the same way the puck is played off the boards in ice hockey.)

TEACHING HINTS: Arrange teams so that they are equal in ability. Start in a small area with only two or four players trying to score. Use races or relays to develop skill in hitting the ring with a stick. Use pinnies to distinguish teams.

MAKING THE ACTIVITY MORE CHALLENGING: Use two rings. Divide the playing area into two areas rather than three. The entire court may be used by all players except the goalies.

SAFETY SUGGESTIONS: Instruct students never to raise the stick above waist level. Stop the activity if play becomes hazardous.

EVALUATION: Test to see how many strokes a player uses to hit the ring into a prescribed area. Observation.

BOX HOCKEY

TYPE: Hockey lead-up.

OBJECTIVES: To develop skill in hitting a small ball with a stick.
To improve control and direction in hitting an object.

PLAYING AREA: Gym or outdoor hard surface court.

EQUIPMENT: Box hockey frame (see diagram), field hockey ball, baseball, or dead tennis ball.

DESCRIPTION: The object of the game is to hit the ball through the end hole to the left of the player and to prevent the opponent from getting the ball through the hole to his left. The game starts by placing the ball in the groove on the center of the crosspiece; players face-off as in ice hockey by crossing sticks three times. As soon as the third face is completed, the players try to hit the ball out of the groove and into the box to their left. The first player to get the ball through the end hole to his left and out of the box is declared the winner. If the ball is knocked out of the box, it is thrown back by a disinterested party into the section from which it was knocked out; the players continue as before. When a disinterested party is not available, start the next play by placing the ball in the groove in the center board and facing-off.

Hockey sticks may not be put through either end hole in an attempt to block the ball, nor may they be used outside the box to stop the ball from coming through the end hole. Hitting knuckles or intentionally striking the opponent's hands is forbidden. If any of the fouls mentioned is committed, the opponent is granted a free trial for a point by placing the ball in the center groove from which he attempts to knock the ball through the end hole. Opponents may not interfere with a free trial. If on the free trial the ball fails to go through the hole at the end, it remains in play.

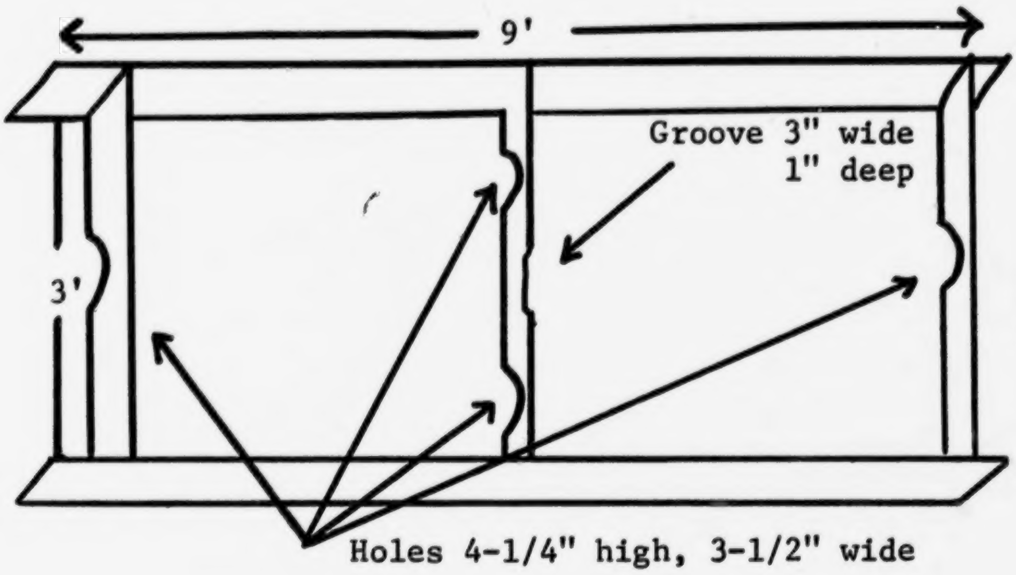
VARIATIONS: Golf Box Hockey. This game begins the same as single box Hockey. After the ball has been knocked into one of the sections, players take strokes by turns trying to put the ball through the end hole to their left.

MAKING THE ACTIVITY MORE CHALLENGING: Double Box Hockey. This game is played the same as single box Hockey except that two persons play as a team with one player and one opponent playing in each section. The team that gets the ball out of the end hole chosen as its goal is the winner.

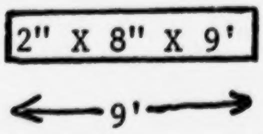
SAFETY SUGGESTIONS: Anytime a stick is used in a close contact competitive game, be alert for flaring tempers. Stop the game when sticks fly wildly in the air.

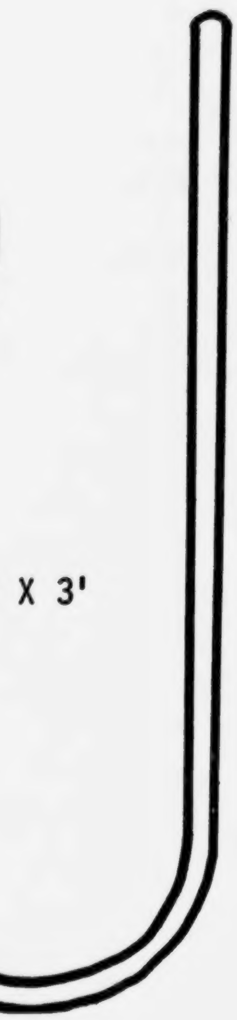
EVALUATION: Observation

DIRECTIONS FOR MAKING A BOX HOCKEY FRAME:



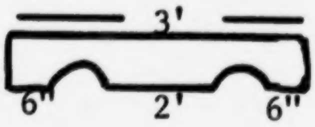
SIDES -
2 Lengths





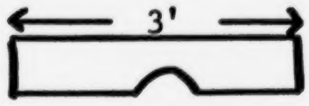
BOX HOCKEY
STICK

Center Board
Holes 4-1/2" high
3-1/2" wide



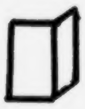
One piece 2" X 8" X 3'

End Boards
One hole 4-1/2" high
3-1/2" wide



Two pieces:
2" X 8" X 3'

Corner Angle Iron



Eight pieces

Material List:	Two pieces 2" X 8" X 9' One piece 2" X 8" X 3' Two pieces 2" X 8" X 3' Eight pieces Corner Angle Irons
Construction:	The frame may be put together with 3" square head lag screws so that it may be easily taken apart. The corner blocks in each corner strengthen the frame and keep it square.

BALL 2-3/4"

NOTE: Box Hockey sticks may be purchased from Eberly & Morris Mfg. Co., Mechanicsburg, Pa.

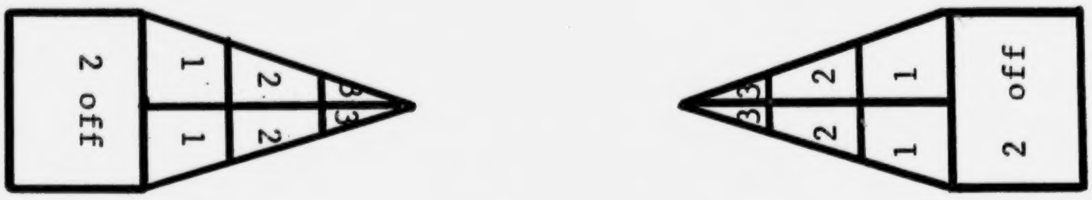
Cosom plastic hockey sticks have been used effectively. Broom sticks make adequate substitutes.

FILL THE BANK

TYPE: Shuffleboard lead-up.

OBJECTIVES: To improve skill with a shuffleboard cue.
To have experience working with numbers and in keeping score.

PLAYING AREA: Shuffleboard court, marked as shown:



EQUIPMENT: Shuffleboard cues and disc; forty coin-sized tokens; two small medicine bottles that will hold twenty tokens each.

DESCRIPTION: The game is played as shuffleboard except the court is marked as shown. Discs stopping on lines count nothing; others are rewarded with tokens equivalent in value to that of the section of the court in which they stop. The object of the game is to see which player can fill his bank first.

TEACHING HINTS: This scoring technique may be used in other games that require scoring. Strategy may call for knocking an opponent's disc away.

EVALUATION: Are the players stepping forward with the foot opposite the hand they are using? Is the delivery a smooth, step, push action?

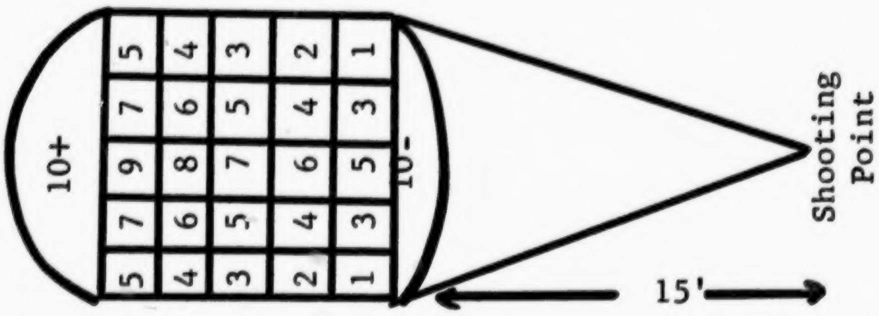
SQUAD SHUFFLEBOARD

TYPE: Shuffleboard lead-up.

OBJECTIVES: To learn the skills of pushing a shuffleboard disc with a cue;
to learn scoring in shuffleboard.

EQUIPMENT: Shuffleboard cues and discs (two colors).

DESCRIPTION: Players are divided into two squads of not more than eight players each. Players of one squad use discs of one color. Players take turns, play one disc each and try to push it from the shooting point into the scoring area; they may attempt to push an opponent's disc out of the scoring area. Members of opposite teams take turns in shooting the discs. After all players on both teams have had turns, all discs remaining in the scoring area are added. The squad with the highest score wins. This method of scoring is preferable to regulation shuffleboard where fifty points wins the game.



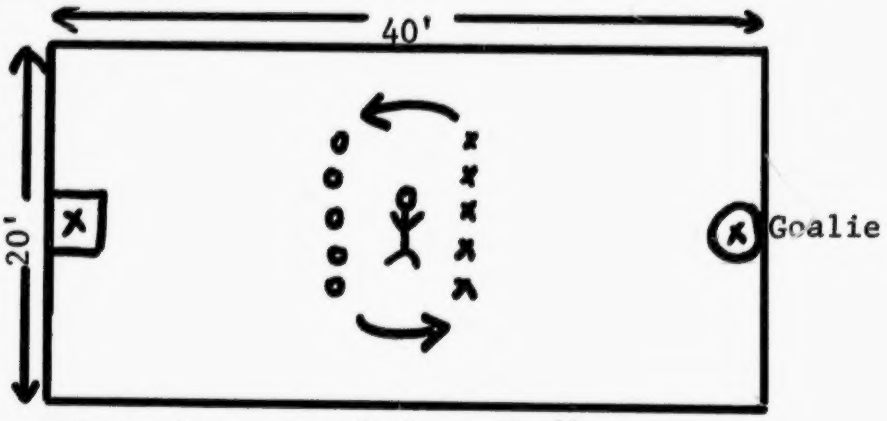
EVALUATION: Observation

BALLOON SOCCER

TYPE: Striking

OBJECTIVES: To develop striking ability
To learn to work as a team

PLAYING AREA: Court - 20 feet wide and 40 feet long, with a chair on each baseline, as illustrated:



EQUIPMENT: Balloons, hat pins, two chairs, chalk.

DESCRIPTION: Divide the group into two equal teams; one person from each team is selected as the goalie and sits on a chair. One team is lined up on half of the court; the other team on the other half. Each team faces its goalie, who has a pin. The leader throws the balloon up in the center of the court and players begin to hit and tap the balloon in an attempt to get it to their own goalie, who breaks the balloon with his pin. The goalie cannot leave his chair and must depend on team members to get the balloon close enough for him to break it with the pin. Players may not catch and run with the balloon; they must tap or hit it with their hands.

TEACHING HINTS: Start with drills or relays involving batting the balloon in the air, butting it with the head, or kicking it. Divide into teams according to ability; distinguish teams by pinnies; change goalies often.

MAKING THE ACTIVITY MORE CHALLENGING: Hit the balloon with the head, elbows, feet, or other specific parts of the body.

VARIATION: A penny may be placed inside the balloon so that it will fall faster and require quicker reactions by the players.

EVALUATION: Observe if the children are hitting the balloon with purpose. Check the length of time the balloon is kept in play. Observe teamwork.

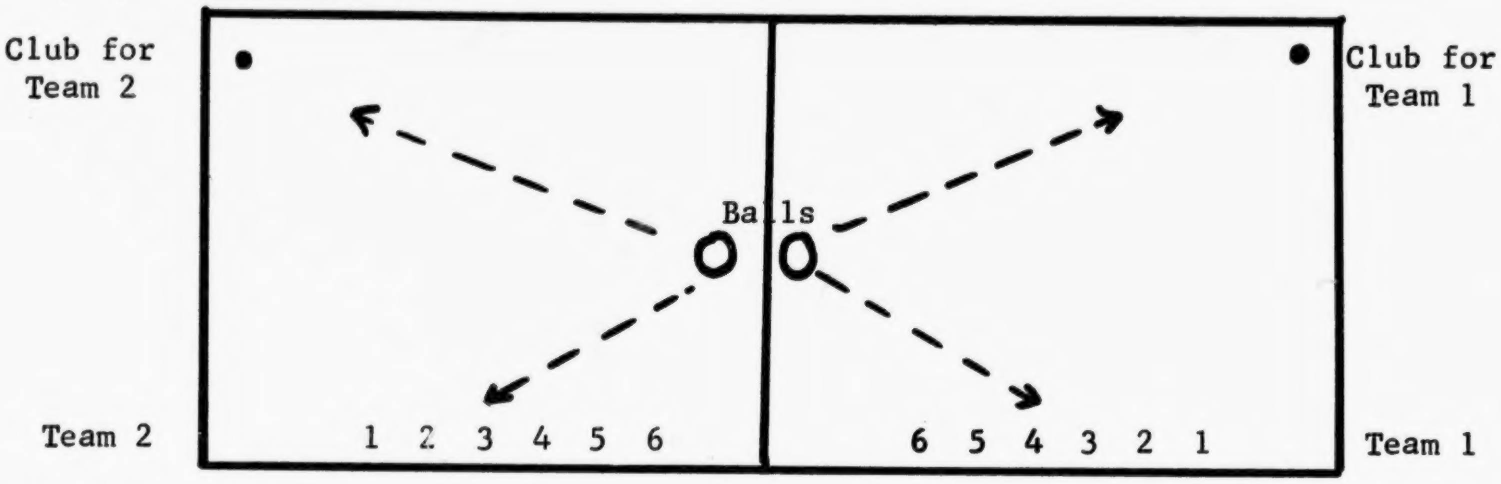
TWIN BALL

TYPE: Kicking

OBJECTIVES: To develop the ability to kick or dribble a ball with control and direction.

PLAYING AREA: Indoor and outdoor volleyball court or other area of appropriate size, marked as illustrated:

DESCRIPTION: Each team has one ball and one club; players on each team are numbered. When a number is called, each player with that number attempts to knock down the club by hitting it with a kicked ball. The first player to knock over the club scores a point for his team. A game can be won by a team scoring a given number of points, after a time limit, or when all players have had turns.



EQUIPMENT: Two playground balls, and two Indian clubs (bowling pins, weighted bleach bottles or weighted milk cartons).

TEACHING HINTS: Some sort of backstop should be used behind the club to prevent the ball from going too far out of play.

MAKING THE ACTIVITY MORE CHALLENGING: Lengthen the distance from the starting line to the club. Have two people per number - one guards his own club and the other tries to kick over his opponent's club.

EVALUATION: Check players' ability to kick with direction and accuracy and their ability to dribble a ball with the feet.

LINE SOCCER

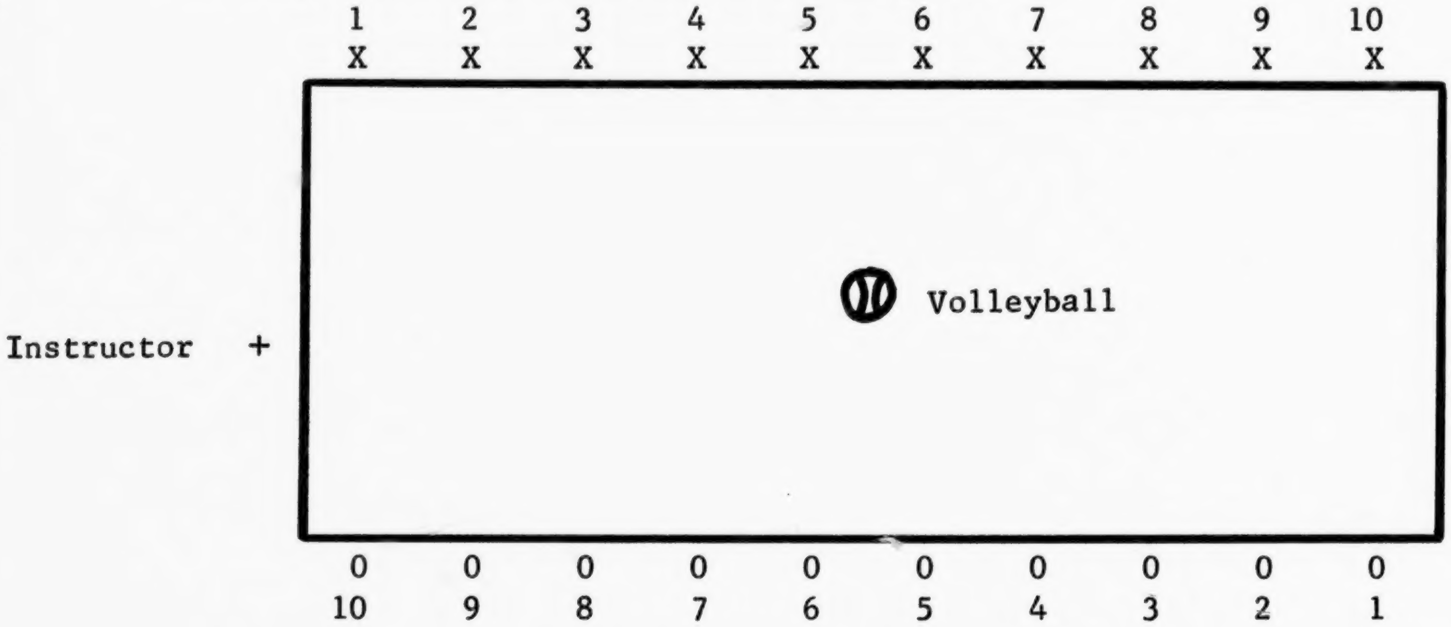
TYPE: Kicking - Soccer Lead-up

OBJECTIVES: To improve kicking ability.
To promote team play in a situation with few rules.

PLAYING AREA: Gymnasium or outdoor play area with boundary lines. (*See diagram below.*)

EQUIPMENT: Partially deflated volleyball or soccer ball and a whistle.

DESCRIPTION: Equal teams are lined up behind their goal lines and numbered from opposite ends as shown in the diagram:



The ball is placed in the center of the court and the instructor calls a number. Those whose number has been called, run out and contest for the ball, using the feet only. To score a point, a contestant must kick the ball through his opponents' goal line below the waist of the goalies. *The following rules are used:* (1) a player may hit the ball back into the playing area with any part of his body, but may not catch, hold or throw the ball; (2) players may move up and down the goal line to prevent a score, but may not cross the goal line; (3) after a point is scored, or the ball is out of play because of a violation, the ball is put back at the center of the court and another number called; (4) players may not hold or push one another.

TEACHING HINTS: Goalie should be encouraged to pass the ball to an open space on the floor so that it is accessible to his teammate in the center who is the only one who can score.

MAKING THE ACTIVITY MORE CHALLENGING: Two numbers may be called simultaneously so that four students contest for the ball. The boundary lines may be lengthened to provide for greater goalie responsibility. Trapping with the foot and knee should be taught to increase ball control.

SAFETY SUGGESTIONS: Players with glasses should remove them or be provided with a glasses guard.

EVALUATION: Observation

HAND BAT BALL

TYPE: Striking - Catching

OBJECTIVES: To learn to serve a volleyball; to improve the catching skill.

PLAYING AREA: Appropriate area indoors or outdoors (approximately 100' long by 30' wide, divided in half by a serving line.)

EQUIPMENT: A volleyball

DESCRIPTION: The players are divided into two teams and are scattered in opposite halves of field. One player has a volleyball and stands on the serving line. He hits the ball with his hand into the opponent's area. The opponents attempt to catch the ball and bat it back into the opposite court. The ball is always batted from where it is caught. A point is scored for each ball batted over the opponent's end line or goal. The team winning the point always puts the ball back into play from the serving line. The team with the most points at the end of the playing time wins.

EVALUATION: Observation

MASS DECK TENNIS

TYPE: Throwing and Catching

OBJECTIVES: To improve in throwing and catching

PLAYING AREA: Playground, gymnasium or large room. Playing area should be 20' wide by 40' long with net placed across the middle of the playing area at a height of 7', and marked as a volleyball court.

EQUIPMENT: A deck tennis ring and volleyball net. (A piece of garden hose joined together may be substituted for the deck tennis ring.)

DESCRIPTION: The serve is made from the right-hand back line by holding the ring by one hand in front of the chest and throwing it from this position. The ring must be returned immediately. The player may not take a step with the ring in his hand. He must not touch the ring with both hands nor catch it against his body. He may not fake at throwing the ring in order to confuse another player. When the ring hits the ground or goes outside, it is a miss. Points are scored by the serving team only. The first team to make 15 points wins.

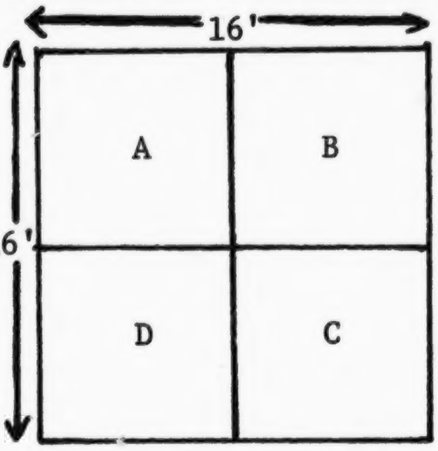
EVALUATION: Observation

FOUR SQUARE

TYPE: Ball Handling

OBJECTIVES: To develop skill in striking and volleying a ball.

PLAYING AREA: Hard surface, 16' X 16', divided into four equal squares as shown:



EQUIPMENT: One eight or ten inch playground ball or volleyball.

DESCRIPTION: The player in "A" square puts the ball in play by bouncing it to the player in any other square. The receiving player hits the ball after one bounce to any other square. This continues until someone misses. When a player misses, he goes to "D" square and other players move up. It is a foul if a player fails to return the ball to another square; if the ball lands on an inside line; if the ball touches any part of the body other than the hands or forearms.

TEACHING HINTS: The children should understand that they need not stay within the boundary lines to play a ball that has landed in their square.

MAKING THE ACTIVITY MORE CHALLENGING: After mastery of skill of volleying from a bounce, players may volley the ball either from a bounce or in the air. Use a smaller ball

EVALUATION: How long the ball is kept in play without a miss. How long a player can remain in "A" square.

SLAB-TENNIS

TYPE: Striking Game

OBJECTIVES: To learn to strike an object with an implement.
To learn the basic skills and rules of a racket (tennis type) game.

PLAYING AREA: An area approximately 18' X 40' marked with a two inch outside boundary line. Additional lines (such as used in paddle tennis) can be added. The court is divided in half by a two foot net.

EQUIPMENT: A circular wooden disc, nine inches in diameter and made of three ply hardwood, is needed for each player. The disc should be fitted with a handhold made of one inch cotton webbing which is attached to one side of the disc, and forms a strap to tie around the wrist. A tennis ball (sponge ball, paddle tennis ball, or one of similar size) is used.

DESCRIPTION: The game is played as paddle tennis although the rules may be modified according to the level and ability of the players. The game can vary from simply hitting the ball from one side of the net to the other to an activity involving all of the regulation rules of paddle tennis.

VARIATIONS: For beginners and those with extremely poor skill, replace the net with a line drawn on the court to separate it into two halves.

SAFETY SUGGESTIONS: Be sure that the wrist straps are tied securely so that the slab cannot come off during play. When playing indoors, be sure that there is sufficient space behind the playing court so that players will not run into the walls.

EVALUATION: Observation

BALLOON VOLLEYBALL

TYPE: Striking

OBJECTIVES: To develop the skills of striking.
To learn to perceive a moving object.

PLAYING AREA: A net is suspended at four to five feet across the middle of a playing area, 15' X 30'.

EQUIPMENT: Balloons of various sizes, pennies, and a net.

DESCRIPTION: The game is played much like volleyball except that a balloon is substituted for the ball. Players may strike the ball twice in a row; it may be hit six times on a side. Play is started by a two hand hit by the player in the serving position; his team has five more hits in which to get the balloon over the net.

TEACHING HINTS: Begin with instruction in striking, allowing each player to have a balloon with which to practice keeping it in the air and under control.

MAKING THE ACTIVITY MORE CHALLENGING: As the game becomes too easy, place a penny inside the balloon to make it fall faster. Allow up to six persons on a team.

VARIATIONS: Pass the ring - form a circle and hit the balloon in such a manner that it moves around the circle.

Two Man - same as above except it is done in a smaller area and with fewer players.

EVALUATION: Observation

JUGGLE VOLLEYBALL

TYPE: Volleyball Lead-up

OBJECTIVES: To introduce and improve the skill of volleying a ball.
To improve team play.
To learn the general features of a team sport similar to volleyball.

PLAYING AREA: Gymnasium or volleyball court.

EQUIPMENT: Volleyball and net

DESCRIPTION: The game is played the same as Newcomb except that the ball is volleyed to teammates and opponents instead of thrown. For example, a player receiving the ball from a teammate or opponent will catch the ball, toss it in the air and then volley it.

EVALUATION: Observation

BOUNDBALL

TYPE: Volleyball Lead-up

OBJECTIVES: To learn the basic rules of volleyball.
To develop the specific skills necessary for playing volleyball.

PLAYING AREA: Rectangular court 60' X 30' with a center line two inches in width dividing it into two equal halves.

EQUIPMENT: Volleyball (no net)

DESCRIPTION: The game is played according to rules that are essentially the same as volleyball except that the ball is allowed to bounce before it is hit and the center line on the court replaces the net. Rules governing positions, rotation, serving, playing the ball, number of hits, etc., can be made identical to regulation volleyball with the exception as stated.

VARIATIONS: Move the service line to an area inside the court; change the number of hits allowed by an individual or on one side of the line.

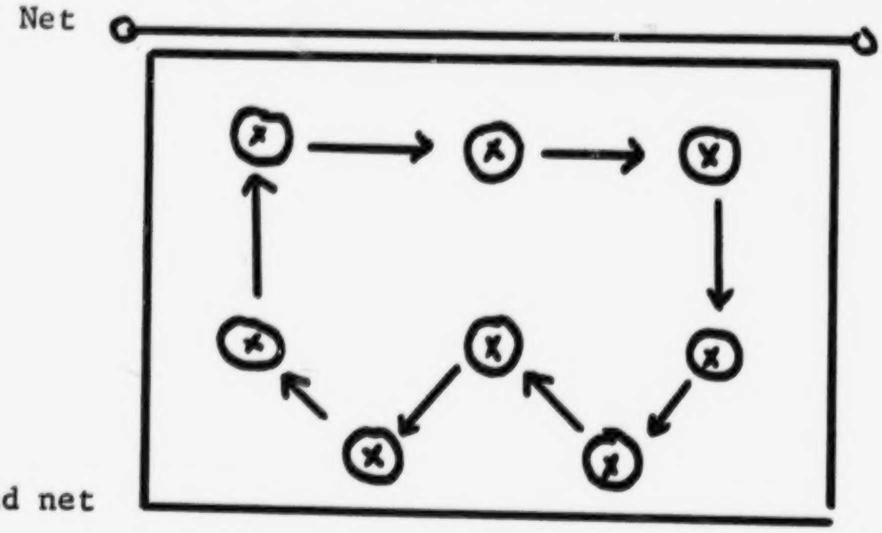
EVALUATION: Observation

NEWCOMB

TYPE: Volleyball Lead-up

OBJECTIVES: To learn court formations and rotation.
To improve skills of catching and throwing

PLAYING AREA: A volleyball court or similar space, marked as illustrated:



EQUIPMENT: Volleyball and net

DESCRIPTION: The game consists of throwing a volleyball back and forth over a net between teams consisting of eight players who arrange themselves as shown on the diagram. The game is started by the server who throws the ball from behind the end line. Two teammates of the server must play the ball before it crosses the net; the third player must throw the ball over the net.

All throws crossing the net must be traveling in an upward arc when the ball leaves the thrower's hands; slamming is illegal. No more or no less than three players may play the ball before it crosses the net. A player touching the ball or a ball touching a player shall be considered as having played the ball. Players must throw the ball from approximately the same place the ball was caught. A ball landing on a boundary is in. A ball may be played twice by the same players providing it is played by a teammate in between. Players of the serving team must rotate as indicated by the arrows in the diagram; a team rotates only when receiving the ball to serve. Points may be scored only by the team serving. The penalty for violations is loss of ball for the side serving and loss of points if the receiving team fouls.

MAKING THE ACTIVITY MORE CHALLENGING: Four of the eight players must be girls. Teams are arranged so every other player is a girl. The ball must be played alternately by boys and girls.

EVALUATION: Observation

A SAMPLE UNIT ON BOWLING

To help the instructor apply the information and concept developed in this publication, this sample unit on bowling is included. The reader can see how the three major areas of concern--fundamental skills and perceptual development, activities of low organization, and activities of a higher order--are integrated into a coordinated whole. Initial emphasis is upon the development of a sound foundation of basic movement patterns and motor ability followed by their use in activities which promote skills fundamental to bowling, and finally including activities that stress the more specific components and aspects of bowling.

The next step would be active participation in the game of bowling.

LEVEL I - FUNDAMENTAL SKILLS AND PERCEPTUAL DEVELOPMENT

Objectives

1. To develop an awareness of self and the capabilities of the body in the physical environment.
2. To promote balance through a variety of activities.
3. To develop basic body movements in relation to those required in bowling.
4. To evaluate perception and kinesthetic awareness.

Methods

1. Exploration of movement involving balancing, bending, reaching, stretching, and other non-locomotor activities.
2. Rhythmic activities involving basic movements of walking, running, skipping, sliding, tossing, and catching a ball.

Activities

1. To help the child develop an awareness of self and the body's capabilities. *(The instructor makes suggestions and guides the children through the prescribed activities in a problem solving approach).*

    a. Make a bridge with your body.
    b. How wide can you make your body?
    c. How small can you make your body?
    d. Make a circle with your right foot.
    e. Make a circle with your left foot.
    f. Find a partner and hold his right hand.
    g. Find a partner and hold his left hand.
    h. Find two people and hold hands.
    i. Walk forward and backward without bumping anyone.

2. To promote balance through basic movement.

    a. Use a line on the floor - walk forward, backward, sideways, holding the arms at shoulder level to the sides.
    b. Walk forward keeping the left foot always in front of the right foot.
    c. Walk forward (backward) keeping the hands on hips.
    d. Keep both feet together - put the left foot over a puddle (or test the temperature of the water in a pool); bring the foot back (the water is cold).
    e. Balance on one foot, extending the other leg back and keeping the arms out to side - close the eyes attempting to maintain balance. Reverse feet and repeat.
    f. Stand on the left foot with the sole of the right foot on the inside of left knee - close the eyes attempting to maintain balance. Reverse feet and repeat.

3. To develop basic movements related to bowling.

    a. Roll the ball to your partner.
    b. Throw (toss) the ball to your partner.
    c. Bounce the ball and catch it.
    d. Bounce the ball to your partner.
    e. Put the ball on the other side of the puddle, without stepping in the water.
    f. Include activities such as an "agility relay."

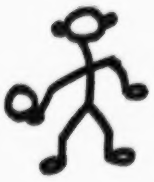
        1. Roll softball underhanded from a line.
        2. Run and pick up the ball when it crosses a second line.
        3. Roll the ball back to next person in line who repeats the procedure.
        4. Add variations (e.g., several trips) as participants become more skilled and proficient.

4. To evaluate perception and kinesthetic awareness.

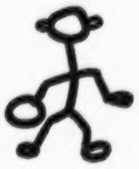
    a. Hand-Eye Coordination

    Put a cross mark on the figure that shows and overhand throw.

a.

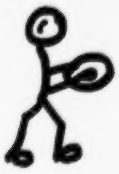


b.



Put a cross mark on the figure that is ready to bounce the ball.

a.



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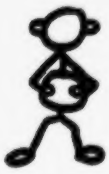
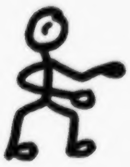


Put a cross mark on the figure that shows an underhand throw.

a.



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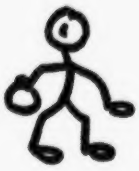
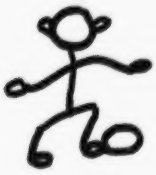


b. Foot-Eye Coordination

Put a cross mark on the figure that shows how to trap a ball with the feet.

a.



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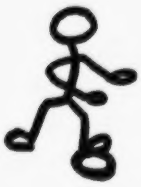
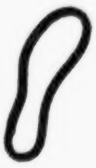


Circle the right foot.

a.



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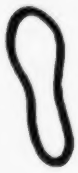
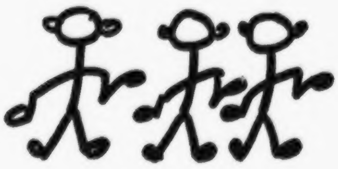
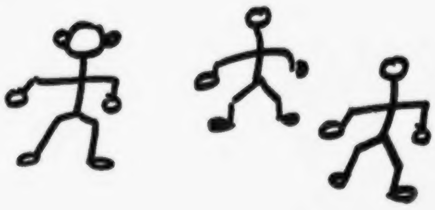


Circle the children who are in a line.

a.

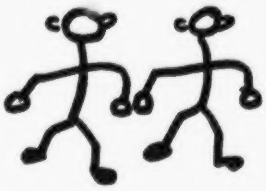


b.



Circle the children who are partners.

a.



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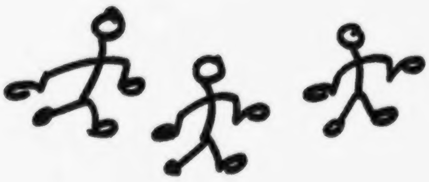
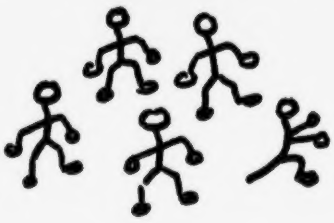
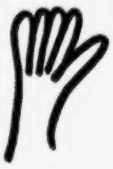


Circle the child who is not working with the group.

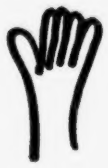


Circle the left hand.

a.



b.



LEVEL II - ACTIVITIES OF LOW ORGANIZATION

Objectives

1. To use basic body movements in developing fundamental bowling skills.
2. To have fun!

Methods

1. Group rhythmic exercises.
2. Drills and other formal activities for practicing the basic bowling skills.
3. Problem solving activities.
4. Games and relays.

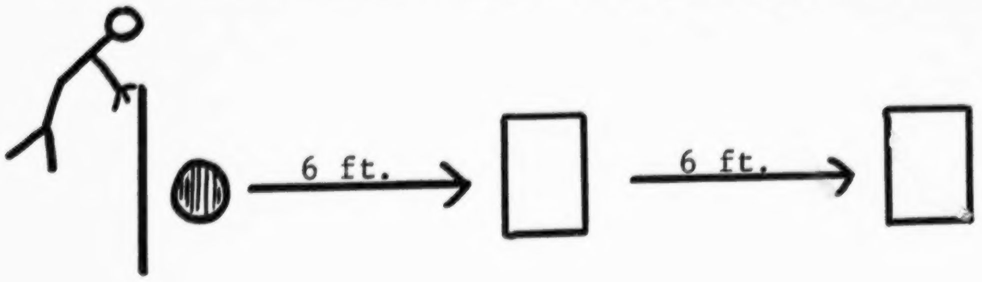
Activities

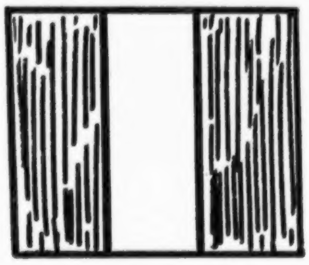
1. Group warm-up exercises and rhythmic activities.
   a. Walk (forward, backward, sideways, fast, slow, giant steps, baby steps, scissors steps, *ad infinitum*).
   b. Walk to a drum or tom-tom beat.
   c. Walk and swing the arms vigorously (easily, rhythmically).
   d. Walk and swing the arms in time to music.
   e. Bounce a rubber playground ball.
   f. Bounce a ball to music; keep the opposite foot (left if using the right hand) forward.
2. Problem solving activities.
   a. *Can you make the ball hit an animal?* Have each child roll a ball (rubber, paper, tennis or softball) at a large stuffed animal placed on the floor (not more than) 9 feet away. (Make it closer if necessary for success). Note whether the child places the right

or left foot forward; whether he bends at the waist; if the throwing motion is overhand or underhand; and if the ball is delivered with one or two hands. If the child bounces the ball over the object he may, upon questioning, decide he was too upright or needed a smaller ball. (A two-handed throw, push or sidewise rotation of the trunk can be corrected by substituting a smaller ball such as a tennis ball). Next, each individual attempts to knock down ten pins (soakies, paper cups, tape cartons, milk cartons, bleach bottles, etc.) with his own ball (newspaper shaped by crumpling and binding with masking tape is an adequate substitute). The distance to the pins can vary and may be initially between six and eight feet (be sure to make the distance one that is challenging yet one from which the individual can have success).

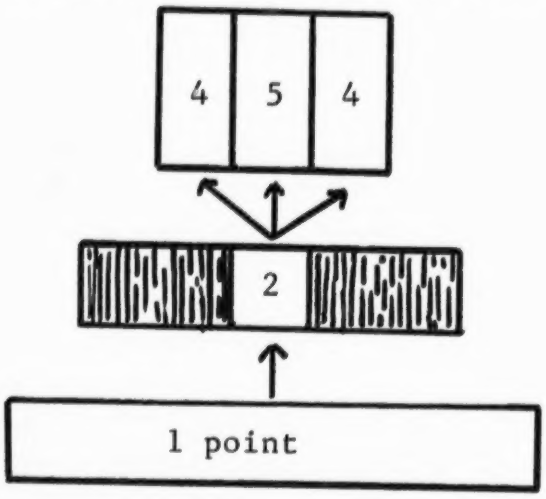
b. *Can you make the ball go through the box?* Use a cardboard box with the entire bottom cut out; ask the student to make a small rubber ball pass through the box. The distance from the line to the box is initially about six feet; change this according to the ability of the individual.

c. *Can you make the ball go through two boxes?* A second box with the middle section of the bottom cut out is placed approximately six feet beyond the first one. Accuracy is introduced as the individual attempts to make the ball go through the openings in both boxes.





d. *Can you make the ball go through three boxes?* A third box divided into three compartments and placed about six feet beyond the second one. Greater accuracy is required as competition and counting are both introduced. A ball passing through the various boxes may be scored as indicated or according to any other appropriate system developed by the teacher.



Tennis Balls
CARLTON
MILK
Sealtest

3. Drills and other formal activities for practicing the basic bowling skills.

   a. One-step delivery sequence. To practice the basic skills in a one-step delivery, use a softball, tennis ball, or plastic ball, the individual is taught the sequence and rhythm of the movement through the following steps: (1) proper stance; (2) pendulum swing; (3) push-away; (4) pendulum swing and slide; and, (5) push-away, coupling pendulum swing and slide.

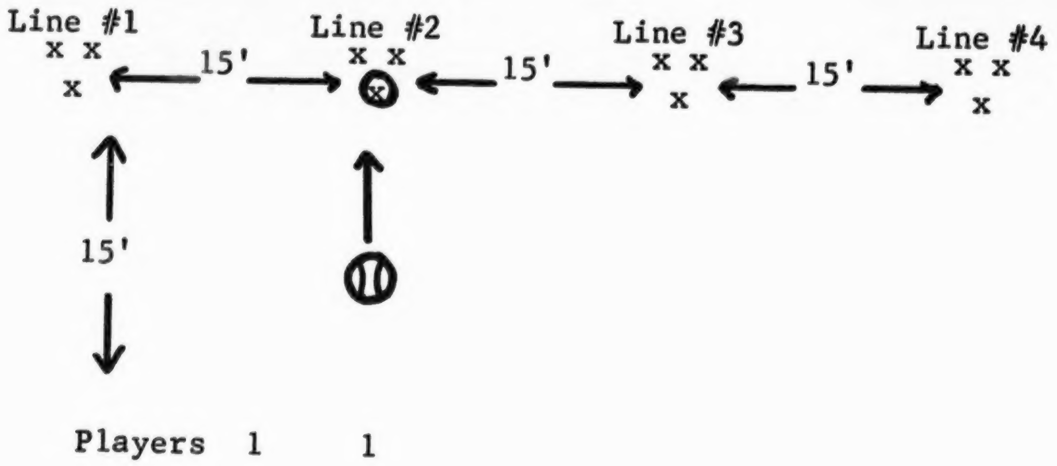
   b. One-step delivery instruction. (1) start in a comfortable and relaxed position with the feet parallel an inch and a half apart; (2) place the foot opposite the bowling hand back about four and a half inches behind the other foot; (3) bend the knees and drop the bowling hand slowly to the side and lean forward; (4) swing the arm back and forth in a pendulum motion keeping the wrist straight and arm relaxed; (5) swing the arm forward to eye level and then backward in an arc; (6) Say, *Ready? Let's Go. Forward, Back, Forward;* (7) repeat the push-away and the pendulum swing; and, (8) slide the foot opposite the bowling hand forward as the arm comes forward.

4. Games and relays.

   a. Knock Them Over *(Poison Pins)*
   Equipment: Indian clubs and balls

   Players are divided into teams of 3-5. The play area has a center line and two end lines. Two to five Indian clubs are placed on each end line. Two competitive teams are assigned to each half of a play area. The purpose of the game is for Team A to knock over the pins on the line behind Team B and vice versa by bowling the ball.

   b. Indian Club Bowling
   Equipment: One 8" playground ball and three Indian clubs per line



   First player in each line throws ball at pins, retrieves ball and throws it back to second player, first player sets up pins and returns to end of his line. *Note: The number in any one group should be kept small enough to insure maximum activity.*

c. Human Bowling

As many as 11 players can play in a group. Each group has one or two 8 1/2" balls. One player, the roller, stands behind a line 12-14 feet from the other players. The circles are placed as bowling pins, four on the back, three on the next, two on the next, and one on the front line. The roller rolls the ball twice, trying to touch or "knock down" as many pins (players) as possible. When a player is touched by the rolling ball he moves to the side while the next ball is rolled. No player may move his feet while the ball is being rolled. Players take turns until all have had the same number of tries. Score is kept for each roller.

d. Table Bowling

Equipment: One set of miniature bowling pins; several 3 inch discs shaped like a shuffleboard; powdered wax to obtain a smooth sliding surface. A table, tennis table, or any fairly long table. Three pieces of 1/4" plywood are fastened to one end and about 3 to 4' along each side of the table. These pieces may be hinged and dropped down when not in use.

The rules of the game are the same as those used in regular bowling. A foul line is established beyond which the hand cannot go while in contact with the disc. Pins are set up in regular bowling fashion and standard bowling procedure is used.

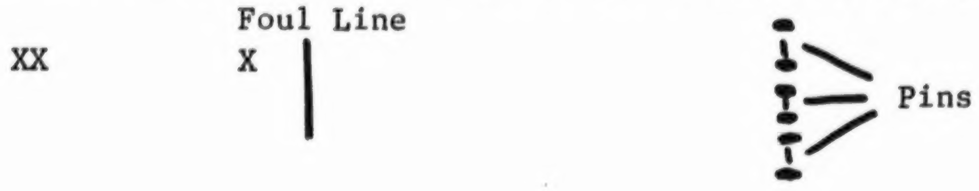
e. Target Dodge Ball

The game is similar to Two Court Dodge Ball, with the exception that a target player is designated. If this player is hit, his team must give up one person chosen by the target player. The eliminated player then goes to the other side and becomes a member of the opposite team. Play continues until only the target player remains on one side, or if played by a time limit, the side with the most players wins.

f. Bowl In Order

Equipment: Three pins and a softball

The object of the game is to knock the pins down starting from the left going to the right. The child bowls the balls so that they knock the one to the left down first, then the middle one, and then the one on the right. A maximum of three balls may be used in a turn. If pins are knocked over from left to right in order-10 points are scored. All clubs knocked over but not in order-5 points. If all three are not knocked over, then score 1 point for each pin knocked down.



g. Hit The Pin

Paint large bowling pins in various colors on a piece of canvas. Tie the canvas between two posts, chairs, or similar objects. Roll the ball at the desired pin. Points are awarded on the basis of the values given the different colored pins.

LEVEL III - ACTIVITIES INVOLVING FUNDAMENTAL BOWLING SKILLS AND GAMES OF HIGHER ORDER

Objectives

1. To teach the four-step delivery.
2. To apply bowling fundamentals to game situations.

Methods - Teaching the Four-Step Delivery

1. Practice the walk.
2. Walk and slide.
3. Add the push-away.

Games of Higher Order

1. Individual Games

a. One pin

Equipment: Regulation bowling pin

Playing area: Regulation bowling alley

Description: The pin is placed at different spots to help the student develop accuracy and control in knocking down one pin. The pin can be placed at different spots so as to develop ability in bowling spares. Score systems can be developed according to the desires of the instructor.

b. Three pins

Equipment: Regulation bowling balls, pins 1,2,3 spotted

Playing area: Regulation bowling alley

Description: The object is to knock 3 pins down, or, if not all, 2 or 1; to practice hitting the 1-3 pocket. Bowlers attempt to knock all 3 pins, Nos. 1,2,3, down with one ball. One ball is allowed for each turn.

Scoring: Players start with 20 points each. Three pins down subtracts 3, two knocked down takes away 2, and 1 pin subtracts 1. The player first reaching "0" is the winner.

c. Split down

Playing area: Regulation bowling alley

Description: The object is to knock down splits. Each player bowls 10 balls at the following splits: 4,7,9; 3,10; 5,7,; 5,10; 2,7,8; 3,7,10; 2,7; 4,9; 4,9,10; 3,9,10. Make only one attempt for each split. If missed or made, proceed to the next. If several people are on the same lane, each may take his turn at the first, second, and so on.

Scoring: Split if made, 10; if missed, 0. Individual or team with higher score wins.

d. Triangle bowling

Equipment: Softballs

Playing area: Regulation alley chalked on floor with 15' approach. Two-foot equilateral triangle chalked on wall at end of alley with a 1-foot equilateral triangle inside. The base of the 2 triangles is along the floor or baseboard.

Description: Each player is allowed 2 balls in turn. The ball is gripped as in duckpin bowling. Using the 3, 4, or 5-step approach and proper bowling technique in releasing the ball, the player attempts to hit the lower part of the inside triangle on the wall 60 feet from the foul line. Ball must be rolled. Players rotate in being ball retrievers.

Scoring: 10 points for hitting small triangle; 5 points for hitting outside small triangle, but inside large triangle.

Fouls and Penalties: For stepping over foul line in delivery, for a ball thrown or bounced on floor, and for ball rolling outside indicated line on floor, the penalty is loss of ball and no score.

e. Strike or Spare It

Description: Two balls are allotted to each player in his turn. All tenpins are spotted and the bowler attempts to score a strike. A strike on the first ball allows the bowler another ball and chance to strike again. If the bowler fails to get a strike, he bowls for a spare. Only strikes or spares score.

Scoring: For a strike, 10 points; for a spare, 5 points. First team to score 50 is declared the winner.

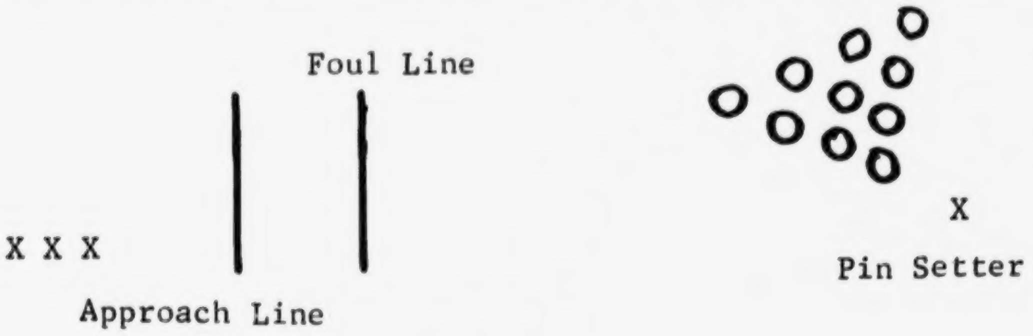
Fouls and Penalties: Crossing the foul line on the release--no score for that ball.

Variations: The game total may be changed to suit the abilities of the bowlers. A time limit may be set.

f. Backward Bowling

Equipment: 10 tenpins and deflated volleyballs

Description: The object of the game is to get a low score by knocking down all ten pins with as few trials as possible. Player bowls as many times as is necessary to knock down all 10 pins. (It may be necessary to establish a maximum of 10 turns).



Scoring: One point is given for each time the player attempts to knock over the pins. The lowest score is the winner. If a player cannot knock all pins down in 10 trials, he forfeits his turn.

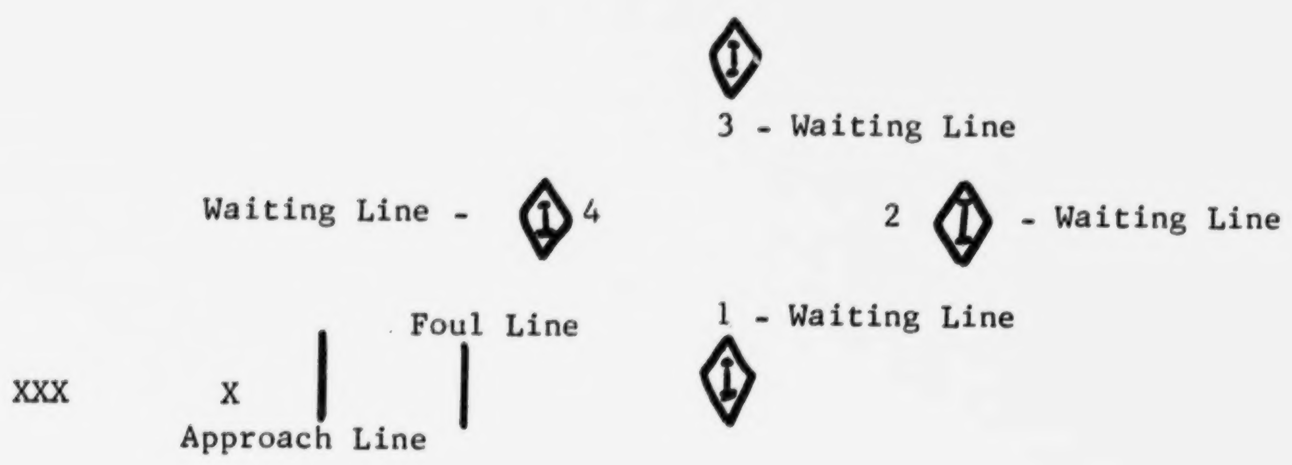
Fouls and Penalties: A foul is committed if a player steps over the foul line, if the ball goes out of the lane, or if the ball is not rolled from the foul line. One point for each foul committed is given to the player committing the foul.

g. Base Bowling

Equipment: Four Indian clubs, one softball

Description: The Indian clubs are placed to form a softball diamond and are numbered. Players line up behind the approach line and bowl trying to knock down pin number 1. If that pin is knocked over, then go to pin number 2. The player continues until he fails to knock down a pin. He then goes to the waiting line and the next person takes his turn. When bowling, the bowler always stands at the base behind the one at which he is bowling. For example, bowling at club number 3, the bowler bowls from base number 2, etc. *(See diagram on next page)*.

Fouls and Penalties: Stepping over the foul line, not bowling the ball, and a bouncing ball. Points, if made, do not count and the player loses his turn.



2. Team Games

a. Win It

Equipment: Regulation bowling balls, full set of pins

Playing area: Regulation bowling alley

Description: Bowled as a team game, each player is allowed 1 ball in his turn. The first player bowls for a strike. If he fails the second player bowls for the remaining pins, etc., until pins are down. Pins are not set up until they are all knocked down.

Scoring: Team with highest score at end of time limit wins. One point is given each time all pins are knocked down.

b. Aim Relay

Equipment: 5 pins and 1 ball per team

Description: One pin is set up in the alley. The first player tries to knock it down. If he fails, then the second player attempts. If the first player succeeds in knocking the first pin down, a second pin is put up and the second player attempts to knock down the two pins. This continues until five pins are put up and hit down. Each player bowls one ball.

Scoring: The team with the lowest number of balls rolled to knock down the 5 pins is the winner.

Fouls: Stepping over the line on the approach and throwing the ball down the alley.

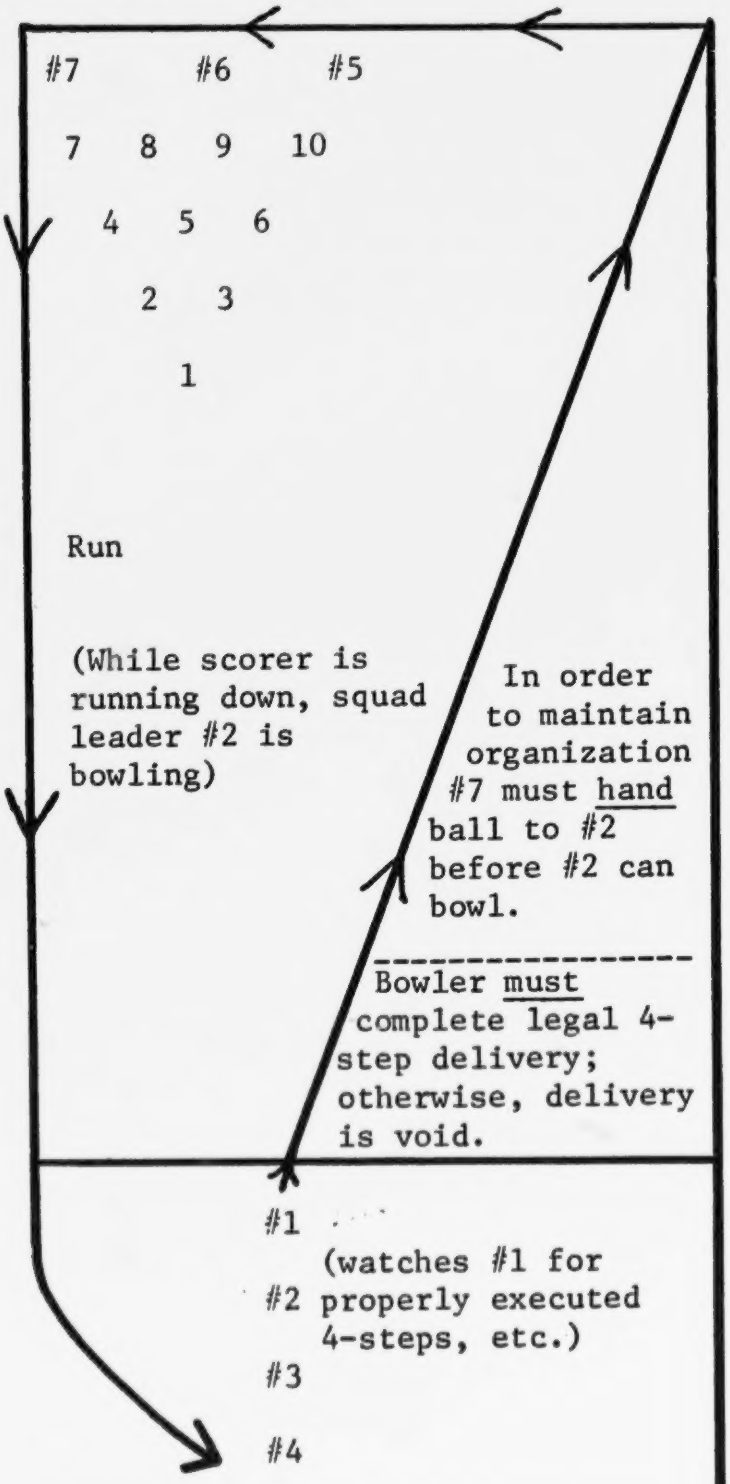
c. Play for Strike

Description: The object of the game is to strike in order to have a chance for bonus by hitting the Number 10 pin. The first player on each team tries to get a strike. If he succeeds he may try for the Number 10 pin on a second ball. If he fails to strike, the next player takes his turn and so on.

Scoring: This may be either scored individually or as a team. There are 10 points for a strike and 5 points for hitting the Number 10 pin. The person with highest score wins.

d. Relays

Pin Scoring Practice
(#5 and #6-pin setters)



(While scorer is running down, squad leader #2 is bowling)

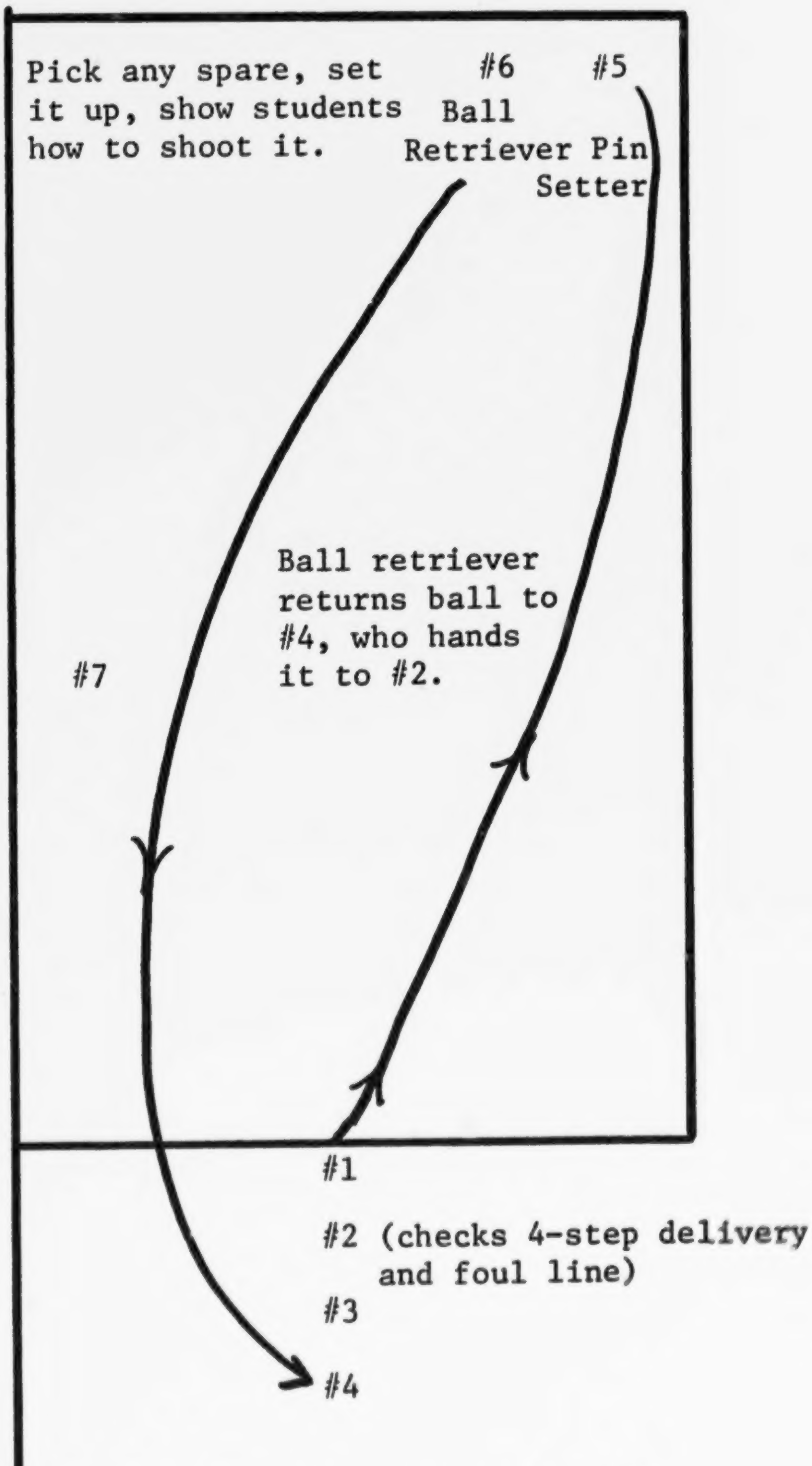
In order to maintain organization #7 must hand ball to #2 before #2 can bowl.

Bowler must complete legal 4-step delivery; otherwise, delivery is void.

(watches #1 for properly executed 4-steps, etc.)

OBJECT: First team to knock down 100 pins wins. First bowler bowls. Scorer records pins knocked down--pin setters set them up as fast as they can. Second bowler bowls, third bowler, etc., in rotation until team reaches 100.

Spare Practice



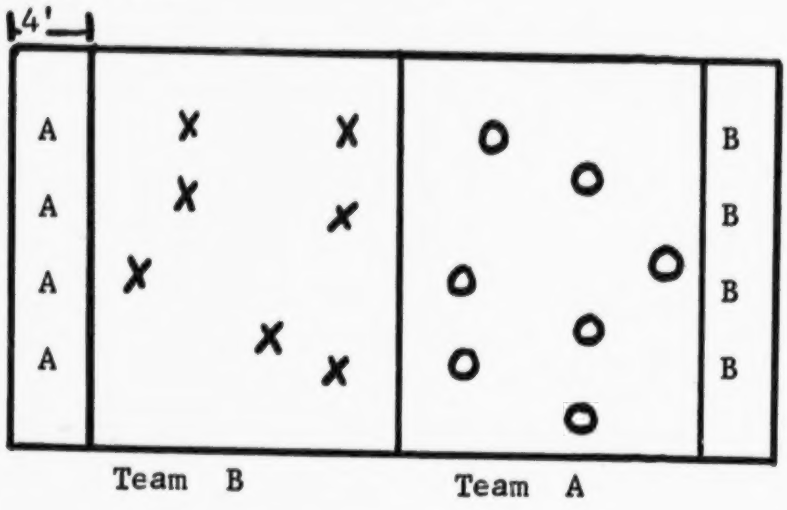
Pick any spare, set it up, show students how to shoot it.

Ball retriever returns ball to #4, who hands it to #2.

(checks 4-step delivery and foul line)

OBJECT: First team to pick up 15 spares wins; take turns as in relays. If the spare is easy, player must continue to roll until he picks it up. The first team to complete one circuit is the winner.

d. Dodge Ball



f. Basket Bowl

Equipment: 4 basketballs, 4 basketball backboards, 1 Indian club
Playing Area: Gymnasium

Description: The class is divided into four teams, each of which lines up in a corner of the gymnasium. An Indian club is set up in the center of the gymnasium. Each team has a basketball backboard and a basketball. All teams bowl the basketball at the Indian club. The team that knocks down the club recovers a ball and scores by lay-up rotation. This means that players take lay-up shots in turn. The other teams can stop them from scoring only by taking set-shots at their respective baskets until one of the teams gets 5 set-shots in the basket. Each player must participate. The object of the game is to see which team amasses the most lay-up baskets in three rounds (three times the pin is knocked down).

Caution: It is possible for all four teams to miss the Indian club. The player bowling must run out and recover any ball and pass it back to the next in line. Only the bowler can recover a ball. This is continued until the club is hit down. It is possible for two teams to hit the club at the same time. When this happens, both start lay-up scores while other teams try to stop them by set-shots.

Variations: If the bowling is too simple (excitement is added when bowlers miss), then merely have the bowling performed backwards under the legs. If 5 set shots can be made too quickly, change to 10 set-shots.

A SAMPLE UNIT ON SOFTBALL

As another aid for the instructor, a variety of activities and games appropriate in developing movement patterns and motor skills involved in throwing, catching, batting, and running have been organized in a unit approach for softball. With this unit as a guide, the instructor should be able to develop similar units for other sports using activities listed in this publication, supplemented by other sources, and enriched by the instructor's creative imagination.

Many of the basic movement patterns and motor skill prerequisites (Level I) for success in softball have been described in the section on *Developing The Fundamental Motor Skills (pp. 5-24).* The instructor must be familiar with tossing, underhand and overhand throwing, catching, running, and other skills basic to softball and related activities. Hitting is so important to success in softball (or baseball) that some correct batting techniques are listed as guidelines for instructors.

Batting a Softball (or Baseball)-*based on a right handed batter; reverse right and left for a left hander*

1. Grasp the bat with the left hand near the end of the bat and the right hand just above the left.
2. Hold the bat so the trademark is up when the bat is swung across home plate.
3. Stand close enough to home plate so that balls coming over the outside corner of home plate can be reached.
4. Spread the feet comfortably, left side toward the pitcher.
5. Keep the eyes on the oncoming ball.
6. Look across the left upper arm at the ball.
7. Keep the bat back (cocked), high and away from the right shoulder.
8. Keep the elbows away from the body; have the left elbow parallel to the ground.
9. Swing the bat forward and parallel to the ground; step in the direction of the pitcher with the left foot.
10. Transfer weight from the right (rear) foot to the left (front) foot as the bat is swung.
11. Follow through; turn the body to the left as the bat continues around.
12. Hold the bat with both hands; drop it on the ground at the left side of the body after hitting the ball as starting to run.

There are many adaptations and innovative approaches that can be used to make softball activities more fun and meaningful for the retarded. These modifications can be used to motivate and stimulate the retarded to greater participation, to assist him in transfering patterns and skills from one situation to another, and to help make instruction more understandable. Examples of some of the many techniques for instructors to consider in achieving these specific needs follow.

1. Let the members of each team bat until each player has had a turn to bat. If the class is small, each player might bat twice

before the fielding team comes to bat. This places less importance upon being first to bat and helps the less skilled players to be more readily accepted by their teammates since outs do not affect the number who bat in an inning.

2. Use a batting tee as described in the game *Tee Ball (p. 106)* or as an activity in itself to stimulate and motivate beginning and less skilled players. This places less emphasis upon the ability of the pitcher to get the ball over home plate and gives the fielders many more opportunities for play. It also helps develop the feel of proper batting and insures some success for the hitter.

3. Give the opposing teams names of major leagues, especially those with which they are familiar and in their geographical area. Keep score by marking on the ground with a sharp stick or with a piece of chalk if the game is played on a black-top surface.

4. Encourage players to run to and from their positions between innings in order to make the best use of class time and to insure each child of vigorous activity.

5. Find original ways to present fundamentals to beginners and those having specific problems in learning these movement patterns and motor skills.

   a. Bouncing - have the individual pat the ball on the head rather than slap it.
   b. Throwing - have the individual salute to get the feel of the correct mechanics; as his ability improves, have him step with the opposite foot as he throws the salute.
   c. Batting - have the individual place the bat on home plate, grasp it with his left hand (right handed batter), stick the thumb of his right hand in his ear, bring the bat up to the right hand, and hold this position until he swings.

LEVEL II - ACTIVITIES OF LOW ORGANIZATION

Teacher Ball

Type: Throwing and catching

Objectives: To improve in catching and throwing a ball

Playing Area: Playground or gymnasium

Equipment: A rubber ball or basketball

Description: A circle is formed with one player with the leader in the center. The leader throws the ball to different players in the circle who in turn passes it back to the leader. If the leader misses the ball or throws a bad ball, the player to whom he was throwing becomes the new leader.

Making the Activity More Challenging: Increase the size of the circle; use two balls.

Evaluation: Observation

Touch the Ball

Type: Throwing and catching

Objectives: To improve in throwing and catching a ball

Playing Area: Playground or gymnasium

Equipment: A 7-10 inch rubber ball, basketball, or volleyball

Description: Players form a circle except one player who stands outside the circle and is "It." A ball is passed from player to player around and across the circle. "It" must try to touch the ball. When he does, the player who has the ball or had it last becomes the new "It."

Making the Activity More Challenging: Increase the size of the circle; use several "Its"; use two or more balls.

Evaluation: Observation

Bomb the Ramparts

Type: Throwing and catching

Objectives: To improve throwing for distance; to follow thrown balls and to catch or stop them

Playing Area: Gymnasium with a center dividing line

Equipment: Half as many balls as there are players

Description: Teams of equal number are on each side of the dividing line. On a signal, players attempt to throw balls against the opponent's wall. Players may not cross the center line. Players must try to keep balls from hitting their wall. A point is scored each time the wall is hit. The first team to score a predetermined number of points is declared the winner.

Teaching Hints: Balls must hit the wall on the fly or targets on the wall

Evaluation: Observation

Circle Pass Ball

Type: Throwing and catching

Objectives: To improve throwing and catching a ball

Playing Area: Gymnasium or playground

Equipment: A 7-10 inch rubber ball

Description: Players stand three to five feet apart in a large circle. A ball is thrown rapidly from one player to another in any direction. Those not passing the ball correctly or not catching it drop out and form another circle to start another game. The last player in the original circle is declared the winner.

Making the Activity More Challenging: Make the distance between players greater; use a smaller ball (softball); have players change ball direction each time a certain signal is given.

Evaluation: Observation

Call Ball

Type: Throwing and catching

Objectives: To improve throwing and catching a ball

Playing Area: Gymnasium or playground

Equipment: A 7-10 inch rubber ball, basketball or volleyball

Description: Players form a circle; each is assigned a number. "It" stands in the center of the circle with a ball and throws the ball high into the air and calls a number. The player whose number is called must catch the ball on the first bounce; if caught, he becomes "It." "It" remains in the center and in charge of the ball until someone catches it. The ball must be thrown correctly. Try to get the players to call different numbers quickly and to keep the game moving fast. If the players can't remember their numbers, names may be called.

Making the Activity More Challenging: Increase the size of the circle; have the player in the center throw ball higher; use other designations for the players; play as SPUD (catch the ball on the fly).

Evaluation: Observation

Master Ball

Type: Throwing and catching

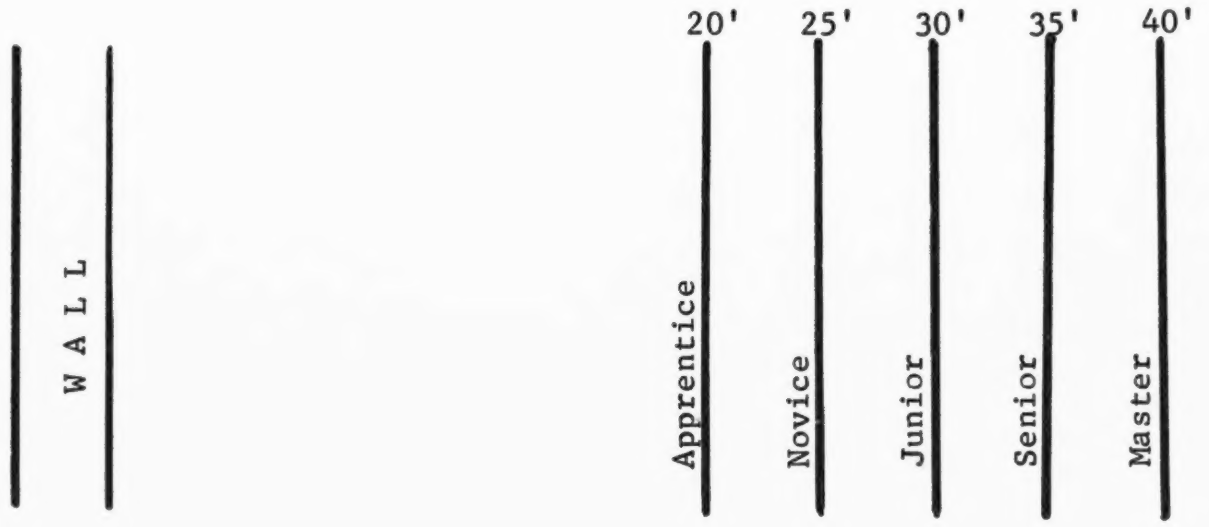
Objectives: To improve in throwing and catching a ball

Playing Area: Inside or outside area with a wall

Equipment: Several 7-10 inch rubber balls

Description: Players line up on the line marked "Apprentice." The first player throws a rubber ball from this spot against the wall and catches it. If he succeeds in catching the ball three times, he moves to the next line. If he fails to catch the ball three times, he goes to the end of the "Apprentice" line to await his turn again. The object of the game is to see how many players get to the "Master" line.

Making the Activity More Challenging: Increase the distances of each line from the wall.



Evaluation: Observation

Sky Ball

Type: Throwing and catching

Objectives: To improve throwing and catching skills

Playing Area: The size of the area will depend upon the number and skill of the players involved; the area should have a dividing line in the middle

Equipment: A rubber ball 6-10 inches in diameter

Description: One member of Team A throws the ball high in the air into court of Team B. If a member of Team B catches the ball after one bounce, he scores a point for his team. He then throws the ball back to Team A. Play continues until one team scores 5 points. If the ball is not caught, no point is scored.

Teaching Hints: Encourage children to play only in their area of the court; some form of rotation may be used after the class has played the game a few times.

Evaluation: Observation

Club Guard

Type: Throwing and catching

Objectives: To improve in throwing and catching a ball

Playing Area: Gymnasium or playground

Equipment: A 7-10 inch rubber ball, volleyball, or basketball; Indian club

Description: Players form a large circle around one Indian club. One player is selected to be the "Guard" and to prevent the club from being knocked down. One player in the circle is given a ball; he attempts to throw the ball at the club or pass it to another player in the circle who is in a better position to throw at the club. If a player succeeds in knocking down the club, he exchanges places with the "Guard" and the game continues.

Making the Activity More Challenging: Make the circle larger; use two or more balls.

Evaluation: Observation

Ten Passes

Type: Throwing and catching

Objectives: To improve in throwing and catching a ball

Playing Area: Playground or gymnasium

Equipment: A 7-10 inch rubber ball or basketball

Description: Players are divided into two equal teams and marked so they can distinguish from one another. One player puts the ball in play by passing it to one of his teammates. The opposing team attempts to get the ball. Each time a team makes a successful pass the player catching the ball calls 1, the next player 2 and so on. Everytime the ball is intercepted by the opposing team, the counting starts over with 1. The first team getting to ten wins the game.

Making the Activity More Challenging: Increase the number of passes necessary to win (e.g., ten to twenty or more).

Evaluation: Observation

Tag Base

Type: Kicking and running

Playing Area: Softball diamond; black top area or gymnasium marked as a softball diamond

Equipment: A ball that can be kicked

Description: Players are numbered. One player from a team is up and a player from the other team is in the field. The batter kicks the ball into the field and then runs, touching as many bases as he can before the fielder recovers the ball and runs to home base. One point is scored for each base touched by the batter before the fielder touches home base. When everyone on the batting team has had a turn, the teams change positions.

Variations: Have the scoring stop when the fielder gains possession of the ball. Have the fielder throw the ball to a teammate at which time the scoring stops. Let the batter use a batting tee, throw the ball up and hit it or hit it with his hand.

Evaluation: Observation

Tee Ball

Type: Batting and fielding

Objectives: To improve batting and fielding skills

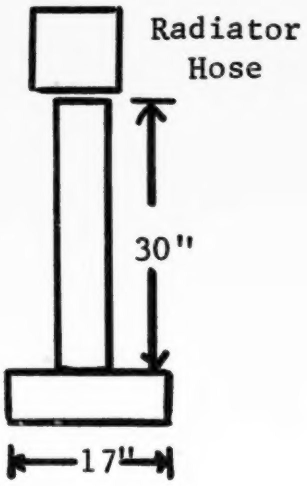
Playing Area: Softball diamond

Equipment: Softball bases, bat, ball and batting tee *(See diagram below for constructing a batting tee)*

Description: Players divide into two equal teams. The team in the field plays positions as in softball with the extra players scattered in fair territory any place behind the bases. The batting tee is placed directly behind home plate. The ball must be hit in fair territory. Two foul balls two misses, or a combination of the two make an out. Regular rules of softball may be used.

Teaching Hints: Batters are not allowed to bunt; no player may play closer than the distance of the pitcher's box; adjust distance of the bases according to the skill level of the player.

Evaluation: Observation



Batting Tee

Ball on a String

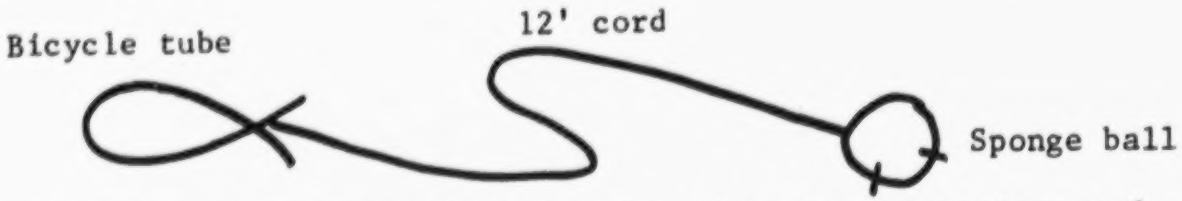
Type: Batting

Objectives: To improve batting skills; proper stance at the plate, grip of the bat, and swing

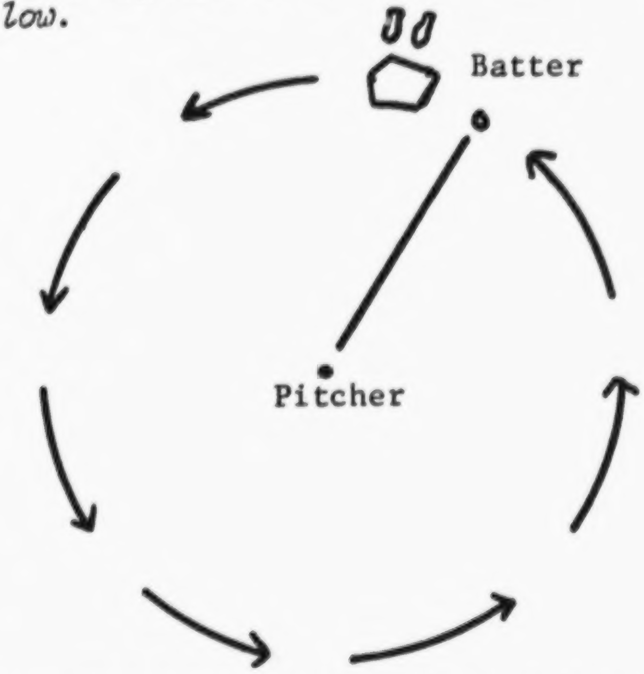
Playing Area: Outdoors with a minimum area of 40' by 40'

Equipment: One home plate; a sponge rubber ball attached to a piece of 5/32 nylon cord 12 feet long. This can be done by threading the cord thru a tentmakers needle and drawing it through the center of the ball. Fasten the cord securely by tying the inserted end of the cord around the ball. Tape the ball with sensitized tape covering the cord. Attach a looped

18 inch piece of bicycle inner tube to the long end of the cord. This makes an ideal handle which will prevent injury to the hand when the ball is batted. *See diagram below.*



Description: The ball is swung counter-clockwise for right-handed batters and clockwise for left-handed batters. The batter takes his stance in relation to the plate--the ball is swung across the plate with an overhead revolving motion. *See diagram below.*



Teaching Hints: The foot prints described in the activity *Stepping Stone* in Level I Activities are helpful in teaching proper stance.

Evaluation: Check for proper stance, stride, swing. Do the eyes of the batter follow the ball?

Base Tag

Type: Base running

Objectives: To teach base running

Playing Area: Gymnasium or playground

Equipment: Four bases (these may be painted on the playground or marked with tape on the floor)

Description: The first player runs the bases from home to first, second, third, and home. As soon as he has gotten underway to first base a second player tries to catch him. If not caught, the first player makes a "home run."

Teaching Hints: A stop watch may be used; impress upon the children the importance of tagging all bases.

Evaluation: Observation

LEVEL III - ACTIVITIES INVOLVING FUNDAMENTAL SOFTBALL SKILLS AND GAMES OF HIGHER ORDER

Bat V Ball

Objectives: To learn to serve a volleyball

Playing Area: Playground or large room marked

Equipment: A volleyball

Description: The players are divided into two equal teams--one team is in the field and the other is at bat. The first player at bat hits the volleyball with his fist into fair territory. The batter then tries to run to the base line and back to the service line without being put out. This scores one point if he is successful. The batter may be put out by (1) failing to hit a good ball in three attempts. (The ball must cross the scratch line and land in fair territory to be good); (2) being hit with the ball by a fielder while between the service and base line; (3) remaining on the base line when another batter runs to it. A fielder may make a foul and give the opposing team a point by (1) running with the ball; (2) holding the ball more than 3 seconds; (3) hitting the runner while the runner is between the service and scratch line. Three outs retire a side from bat. The team with the highest score at the end of five innings wins.

Evaluation: Observation

Fist Fonge

Objectives: To learn to serve a volleyball; to improve in catching and throwing a ball.

Playing Area: Gymnasium or playfield

Equipment: A volleyball and an Indian club (bowling pin, bleach bottle, or milk carton weighted can be substituted for an Indian club)

Description: All of the players scatter over the playing area except one player, the batter, who stands over an Indian club placed at one end of the area. The batter hits a volleyball with open hand into the playing area. The other players, the fielders, try to put the batter out by catching the ball on the fly or knocking the Indian club down. When a fielder catches the ball, not on the fly, he must throw it at the Indian club without taking a step. The batter remains at bat until a fielder puts him out. The fielder making the out becomes the batter and the batter becomes a fielder.

Evaluation: Observation

Punch Ball

Objectives: To teach students to strike an object with either hand

Playing Area: Gymnasium or playroom

Equipment: Bases, large rubber ball, small rubber ball, balloons

Description: The game is played much like softball except there is no pitcher. The batter throws the ball in the air (depending on the skill of the students use either a small or large rubber ball, or a balloon) and hits it toward the fielders. Any ball hit less than 20 feet is in play; the batter is out if the ball is caught in the air. If the ball is hit on the ground, it is played like baseball or softball; if the ball is hit beyond the 20 feet line, it is in play but a caught fly ball is not out. This is done to encourage hitting long high balls. If a balloon is used the batter may be put out by being struck with the balloon.

Teaching Hints: Have several games with fewer players; shorten or lengthen the bases according to the ability level; allow beginners to bounce the ball before striking it; use balloons with low skilled performers.

Evaluation: Observation

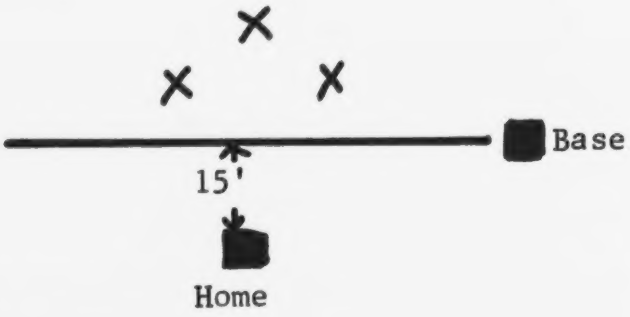
Lykins Ball

Objectives: To improve hitting, catching, and fielding

Playing Area: Gymnasium or playfield

Equipment: A 7-10 inch playground ball or volleyball and 2 bases

Description: The batter throws, kicks, or hits the ball as prescribed, runs to the base 15 feet away and then back to home base. He is out if the player with the ball reaches home base first or if he is tagged out by the player with the ball. The player who puts the batter out becomes the new batter and play continues.



Making the Activity More Challenging: Increase the distance between home and base

Evaluation: Observation

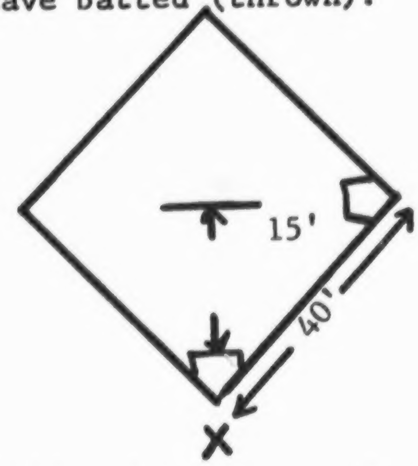
Bat Ball

Objectives: To develop an understanding of the rules for kickball; to develop skills in batting a ball with the hand, fielding, throwing and catching.

Playing Area: Outdoor playfield

Equipment: An 8 inch playground ball and two bases

Description: Teams consist of five players each; more players may be used as complexity and skill increase. One team is in the field, the other at bat. The batter throws the ball into the field--it must hit the ground beyond the foul line. The batter runs to the base where he may stay or return to home base. A player remaining on base must return home when the next ball is thrown. A run is scored if a player reaches home base safely. A player is out if he is tagged out or thrown out or if a fly ball is caught. Teams change places after all have batted (thrown).



Making the Activity More Challenging: Teams change places after three outs; bounce the ball and hit it with the fist instead of throwing it; use a volleyball serve; kick a stationary ball; kick a rolled ball; add second and third bases; lengthen baseline.

Safety Suggestions: Have a specific area for batters; teach children to call for a ball when fielding it to avoid collisions; teach basemen to stand off base.

Evaluation: Observation; objective testing in throwing, catching, batting

Hand Ball

Objectives: To develop skills in striking, catching, throwing, fielding, and base running; to develop an understanding of softball rules

Playing Area: Softball diamond

Equipment: A 7-10 inch playground ball or volleyball; three bases

Description: Players are divided into two teams and take positions on the diamond as in softball. Softball rules apply with these exceptions. (1) no stealing; (2) no bunting; (3) no strike-outs. Ball is tossed by the pitcher and hit by the batter with his hand.

Teaching Hints: The instructor may call "no pitch" on a ball thrown by the pitcher which, in his judgment, the batter was unable to hit; be conscious of players in the field who are not actively participating; a fewer number of players and fewer bases may be used in the beginning to assure more responsibility of those in the field and to provide more opportunity to bat.

Evaluation: Observation

Tag Base

Objectives: To develop kicking, fielding and running ability

Playing Area: Softball diamond

Equipment: One playground ball or soccer ball

Description: Two equal teams are formed with members of each team numbered consecutively. The game is played with one player at bat and one player from the opposing team in the field. The batter kicks the ball into the field, runs and touches as many bases as possible before the fielder gets the ball and returns to home base with it. One point is given for each base touched. When everyone on the team "at bat" has had a turn, the opposing team has its turn at bat. The game may be played by a time limit or a prescribed number of innings.

Making the Activity More Challenging: The baselines may be lengthened, or more bases added to correspond with ability.

Teaching Hints: Use no more than five on a team to provide maximum activity and little opportunity for boredom.

Evaluation: Observation

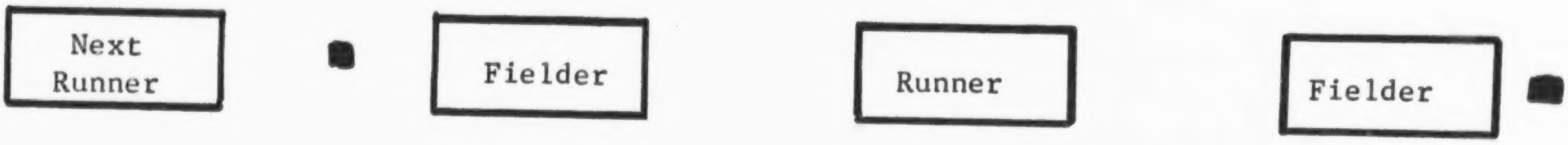
Hot Box

Objectives: To improve skills of base running, throwing, and catching; to teach techniques for retiring a base runner caught between bases

Playing Area: Playground or gymnasium

Equipment: A pair of bases, a softball for every four players. Gloves may be used

Description: A fielder defends each base. The base runner attempts to advance to the unoccupied base. Each time he is successful one point is scored. If he is tagged out by a fielder, all players rotate to a new position. After each player has had six outs, the game is over. Player with the most points is the winner.



Evaluation: Observation

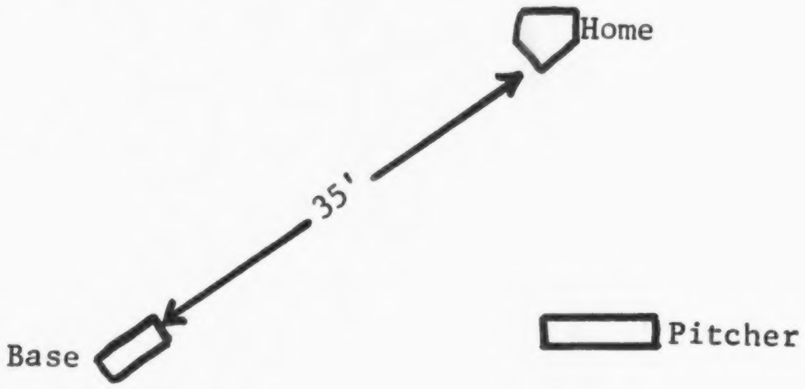
Throw It and Run

Objectives: To improve throwing and catching a softball

Playing Area: Softball diamond marked as illustrated

Equipment: A softball, home plate, pitchers plate and one base

Description: Players are divided into two teams--one composed of fielders and the other throwers. The throwers line up at home plate and the first player in line takes the softball and throws it into the field. He then tries to run to base and back home before being put out. If successful, he scores one run. The fielders may put the thrower out by (1) getting a fly ball; (2) getting the ball back to home plate before the runner; (3) tagging the runner with the ball. Three outs retire the side. The team with the higher score wins the game.



Making the Activity More Challenging: Increase the distance between home and the base.

Evaluation: Observation

End Ball

Objectives: To improve in throwing and catching a ball

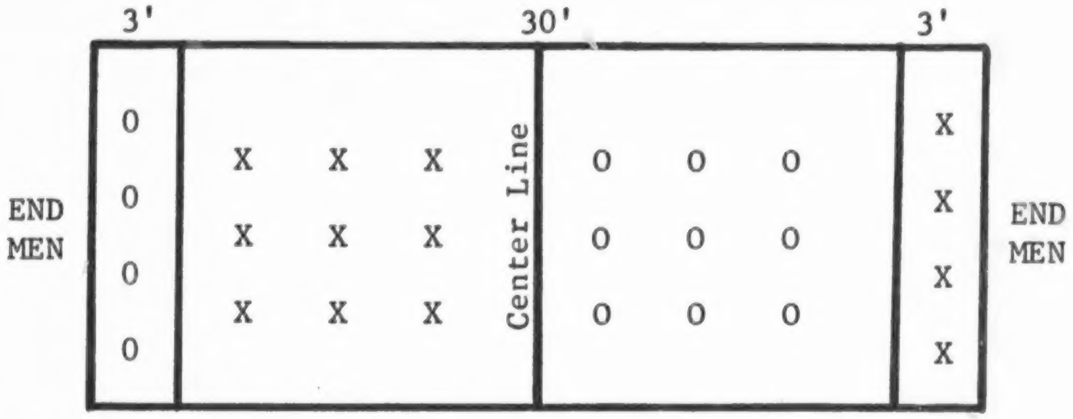
Playing Area: Gymnasium or playfield marked as illustrated

Equipment: A 7-10 inch rubber ball or a basketball

Description: Players are divided into two teams. One third of each team are end men and the other players are guards. Positions are taken as illustrated. The ball is put in play by one of the end men who attempts to throw the ball to one of the guards who tries to throw it back to the end man for a score. The opposing team tries to prevent this and also to score by throwing the ball to one of their end men. Each time an end man catches the ball, his side scores one point.

If anyone walks with the ball or holds it more than 3 seconds, the ball is given to an opposing player. All out-of-bounds balls are given to the opposing team. Play is continuous and when an end man receives the ball, he immediately puts it back in play as in the initial play. No guard may step into the end zone and no end man may step out of the end zone.

The team with the higher number of points wins the game. The players should rotate positions so that all will get to be end men. The game may be played by time. At the end of about four minutes of playing some guards should take the place of the end men.



Making the Activity More Challenging: Use more than one ball

Evaluation: Observation

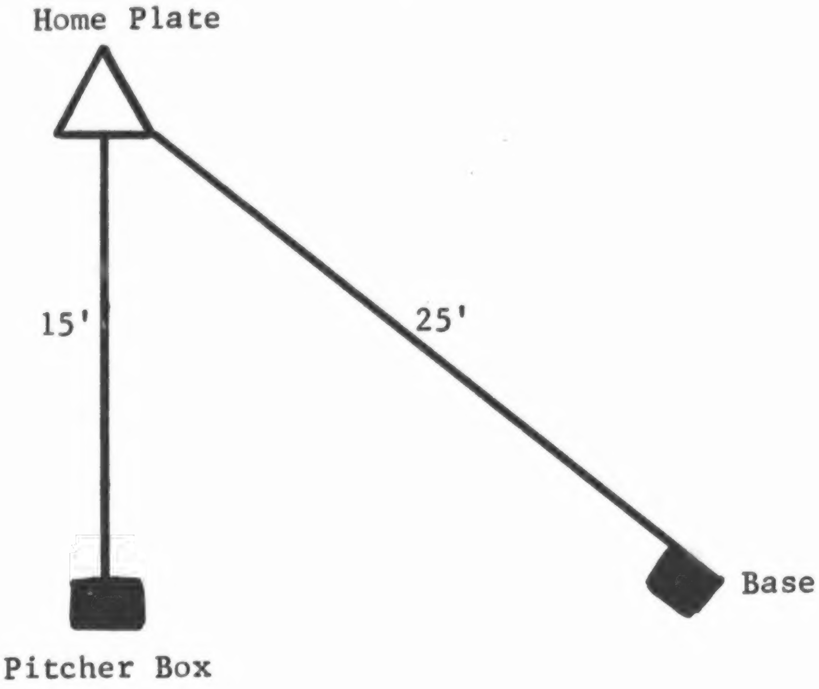
Triangle Ball

Objectives: To improve in batting, catching, throwing, rolling and fielding a softball and in running

Equipment: A softball, bat, one base, pitchers plate, and possibly gloves for all fielders

Playing Area: Playfield marked as illustrated.

Description: Players are divided into two equal teams with one team at bat and the other in the field. The pitcher throws the softball underhanded to the batter, who hits the ball with a bat and tries to run to the base and back home. This scores one point (run). The fielders try to get the ball and throw it to the pitcher who in turn tries to roll it across the triangle area at home plate before the batter gets home. If successful the batter is out. Three outs retire a side. The fielders should rotate being the pitcher. The team scoring the most runs wins the game.



Evaluation: Observation

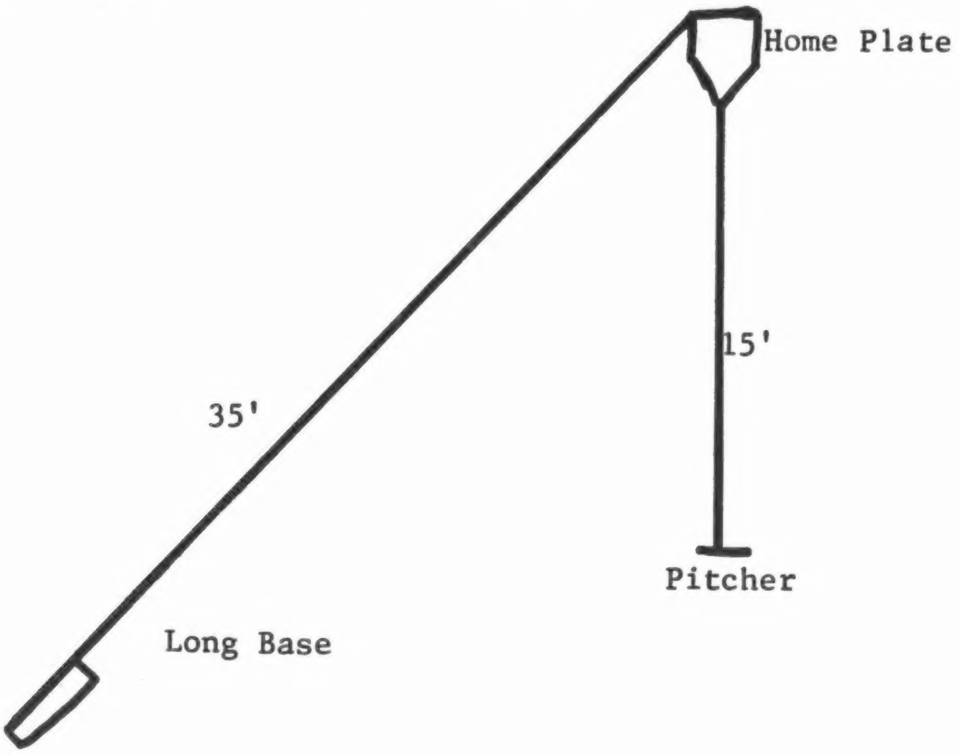
Long Base

Objectives: To improve in throwing, catching, batting and fielding a softball and in running

Playing Area: Playfield marked as illustrated.

Equipment: A softball, a softball bat, home plate, pitchers plate, a base and possibly gloves for all fielders.

Description: The players are divided into two equal teams--one team is at bat and the other team in the field. The team in the field has a catcher, pitcher, and baseman; the other players are fielders. The pitcher throws the softball underhand to the batter who tries to hit the ball and run to Long Base. The batter may remain at Long Base as long as he wishes, which means that several batters may be on base at the same time. The batter may be put out by (1) making three strikes; (2) the team in field catching a fly; (3) the team in the field touching the batter with the ball while he is off the base. A run is scored every time a batter reaches home plate safely. Three outs retire a side. The game should be played in innings. The team with higher number of runs wins the game.



Evaluation: Observation

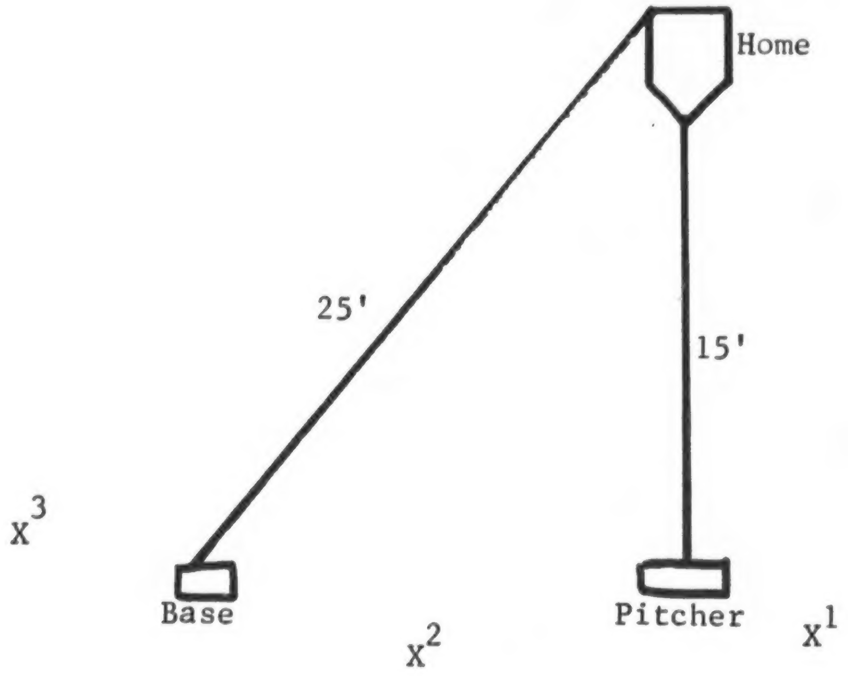
One Old Cat

Objectives: To develop skills in batting, fielding, throwing and catching a softball; to teach a softball type activity which can be played with a minimum number of players

Playing Area: Playfield marked as illustrated

Equipment: Softball and bat, catcher's equipment, and two bases

Description: Players are a pitcher, a catcher, a batter, and fielders who are numbered. The pitcher throws the softball underhand to the batter who tries to hit the ball and run to the base and back home before being put out. This scores a run. The other players try to put the batter out by (1) catching a fly; (2) getting the ball to home base before the batter; (3) striking the batter out with three strikes. When the batter is put out, the players all advance a position. The batter becomes the last fielder, the fielders move up, the #1 fielder become the pitcher, the pitcher becomes the catcher, and the catcher becomes the batter. The object of the game is to stay at bat and make as many runs as possible. Individual scores are counted and the player having the highest score is the winner. *(Illustrated on next page)*



Evaluation: Observation

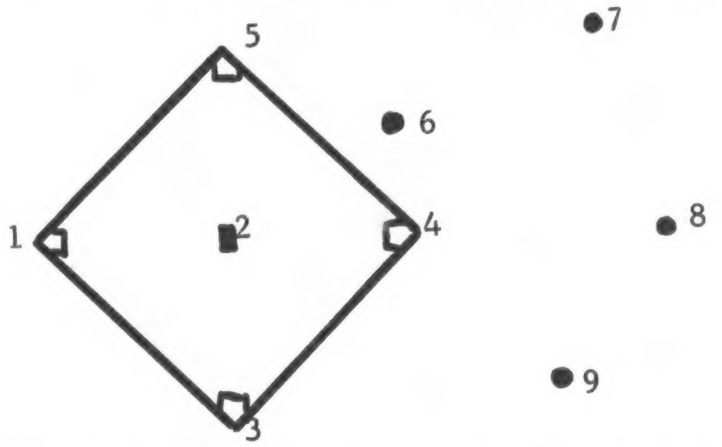
Monkey Ball

Objectives: To develop skills of batting, catching, and fielding

Playing Area: Softball diamond

Equipment: Bat, softball, bases, catcher's equipment

Description: Players are in the field in softball positions; one player bats. If a batted ball is caught on the fly, the batter is out. He changes positions with the one who catches the ball. If a batted ball is fielded on the first bounce, the batter is out, takes his place in right field and all players advance one position. If the batter strikes at the ball and the catcher catches it on the first bounce, the batter takes his place in right field and all players advance one position.



Safety Suggestions: Fielders should be taught to call for the ball when fielding to avoid collisions with other players.

Evaluation: Observation

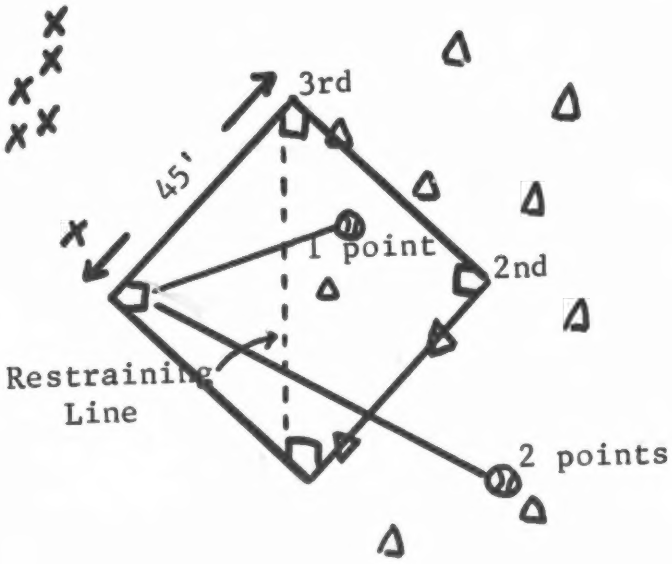
Home Run Derby

Objectives: To develop skills in batting and fielding

Playing Area: Softball diamond or playfield marked as illustrated

Equipment: Bases, bat, softball

Description: The object is for the batter to hit the ball over the restraining line drawn from first to third base. (A member of the team at bat is pitcher). A batted ball must travel over this line in order to be fielded. The infield is between first, second, and third base and the restraining line. Each batter is given three successive pitches to hit the ball into fair territory across the restraining line. There is no base running. Only one player may field the ball. If the ball is fielded without an error, the batter is out. If the ball cannot be fielded or is fielded improperly, it is counted as a hit. One point (run) is scored for a hit in the infield, two points for a hit in the outfield. Infielders and outfielders exchange positions each inning. When all members of the team have batted, including the pitcher, teams change places.



Teaching Hints: Use a batting tee

Making the Activity More Challenging: Have a batter throw the ball up and hit it. Play by outs. Let the team in the field furnish the pitcher.

Evaluation: Observation

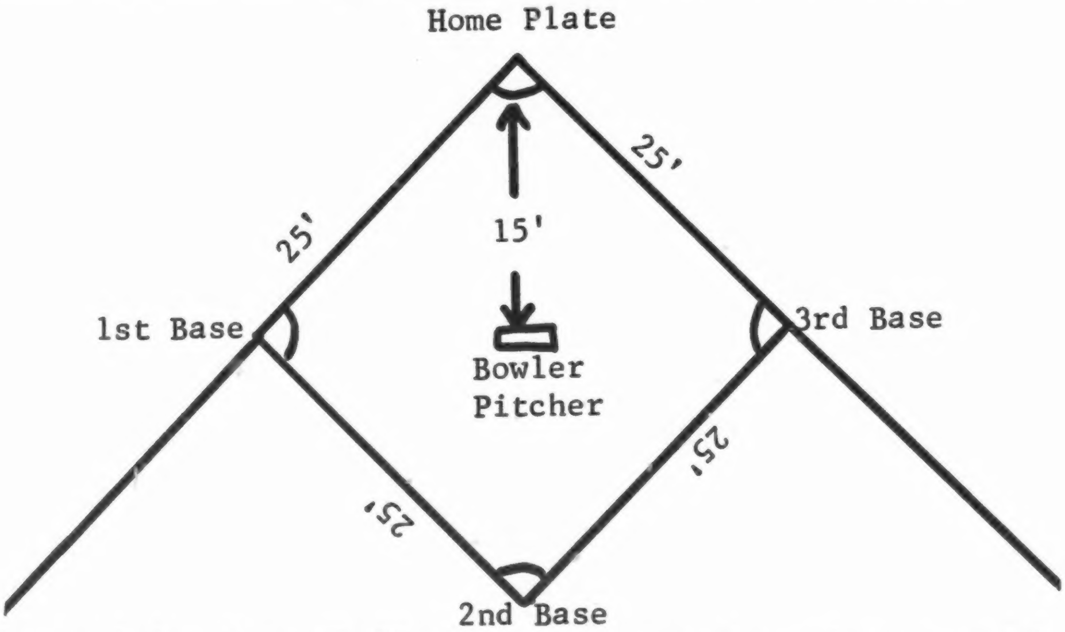
Soccer Baseball

Objectives: To improve in throwing, catching, rolling, and kicking

Playing Area: Softball diamond or playfield marked as illustrated

Equipment: A soccer ball

Description: Players are divided into two teams and take positions as in softball. One team is in the field, the other at bat. The pitcher rolls or bowls the soccer ball to the kicker at home plate. The ball must not bounce above the knees or outside of a 2 1/2 foot diameter circle or it is a ball. Four balls constitute a run and a score. The kicker must kick the ball into the field and run around all the bases in order to home plate without stopping. In other words, the kicker either scores a run or makes an out as he is not allowed to stop on any base. The fielders may put the kicker out by (1) catching a fly; (2) pitcher bowling over three strikes on the kicker; (3) throwing the ball after it has been kicked to first, second, third basemen and home respectively before the runner touches the base. The ball must travel the bases in the same order as the runner. For instance, if the ball is kicked to second base, the baseman must throw it to first base no matter where the runner may be. The ball has to beat the runner around the bases in order to put him out. Distance between the bases may be shortened if desired. They should not be farther apart than basemen can throw the ball without it bouncing.



Making the Activity More Challenging: Change the rules to softball rules instead of having the fielders throw the ball completely around the bases.

Evaluation: Observation

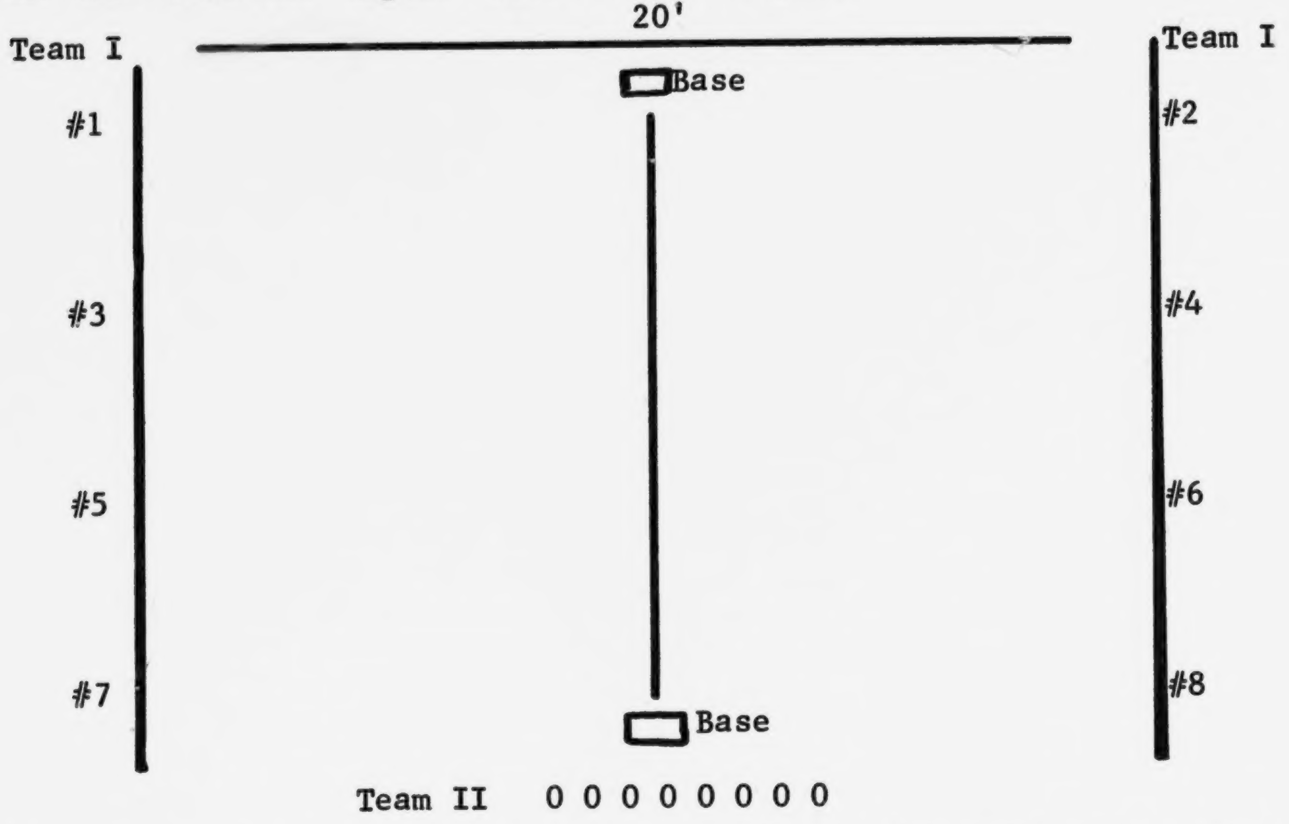
Beat Ball

Objectives: To improve in throwing and catching a softball and in running

Playing Area: Playfield marked as illustrated

Equipment: A softball and two bases

Description: Players are divided into two teams. Team 1 divides into two and lines up opposite each other 20 feet apart. Team 2 lines up just outside the two lines. A base is established 15 feet in front of Team 2 as illustrated. The first player on Team 2 throws the ball into the playing area and runs around the base back to the starting point and touches off the second player. The second player circles the base and goes back home, touching off the next player and so on until all players on Team 2 have circled the base. This scores a run if Team 1 does not put them out. Any player on Team 1 may retrieve the ball except players 1 and 2. When a player retrieves the ball, it is thrown to player 1 who in turn passes the ball to 2, 2 passes to 3 and so on until all of Team 1 has passed and received the ball. Team 1 is trying to complete this before Team 2 completes their running. If Team 1 succeeds, it is an out. Three outs and the teams exchange places. The team with the higher score wins the game.



Making the Activity More Challenging: Increase distance between the two bases

Evaluation: Observation

Cork Ball

Objectives: Softball lead-up

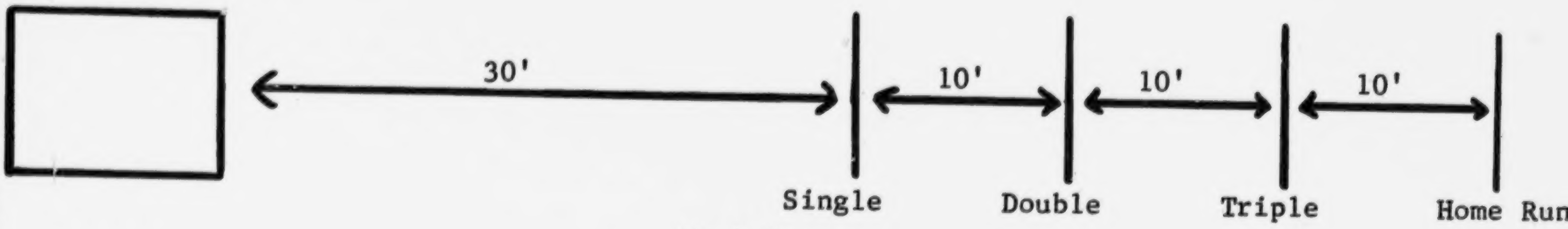
Playing Area: Playfield

Equipment: One round stick (e.g., a broom handle); a cork not to exceed one and one-fourth inches in length and one and one-eighth inches in diameter at the larger end

Description: The cork ball is pitched underhand in much the same manner as in softball except that it is flipped with the fingers to keep it on a level flight. There is no base running in the game; base hits are credited to the batter on the distance the cork is hit. If the cork is hit on or past the single line the batter is credited with a single; on or past the double line, he is credited with a double, and so forth. Runners on base advance only the number of bases as the batter is credited (i.e., one for a single, two for a double, etc.). A batter is out if the ball is caught in the air or if he swings at the cork, misses it and the catcher catches it.

Variations: Play on a regulation softball field or in a larger area using a tennis ball and softball bat. Make variations of distance according to the size of the playing area.

Evaluation: Observation



Work Up

Objectives: To improve in batting, throwing, catching, and fielding a softball and in running the bases

Playing Area: A regulation softball diamond

Equipment: A softball, a softball bat, home plate, pitchers plate, three bases, and possibly gloves for all the fielders

Description: Three or four of the players are batters and the rest of the players choose positions--catcher, pitcher, first baseman, second baseman, third baseman, shortstop, and numbered fielding positions. The batter bats the ball which is thrown underhanded by the pitcher and runs as in regular softball. All the rules for softball are used. When a batter is out, he goes to the last fielding position and all of the other players advance one position with the catcher becoming the batter. If a fly ball is caught, the batter exchanges positions with the player making the catch.

Evaluation: Observation

Salt and Pepper

Objectives: To improve in batting, throwing, catching and fielding a softball; softball lead-up

Playing Area: Playfield

Equipment: A softball, a bat, and possibly gloves for all the fielders

Description: One player is the batter, another player the catcher, and another the pitcher; all the other players are fielders who line up in a straight line as illustrated. The pitcher throws the ball underhand to the batter who attempts to hit the ball. The batter may be put out by (1) striking at a good ball and missing it; (2) hitting a foul ball; (3) hitting the ball over the heads of the fielders; (4) hitting a fly ball that is caught by the fielders. When a batter is put out, he goes to the fielder's position at the end of the line and all other people advance one position with the catcher becoming the batter. If a fielder fumbles a ball or makes no attempt to catch it, he goes to the end of the fielder's line.

0 Catcher

X Batter

10 9 8 7 6 Pitcher 5 4 3 2 1 Fielders

0 0 0 0 0 0 0 0 0 0

Evaluation: Observation

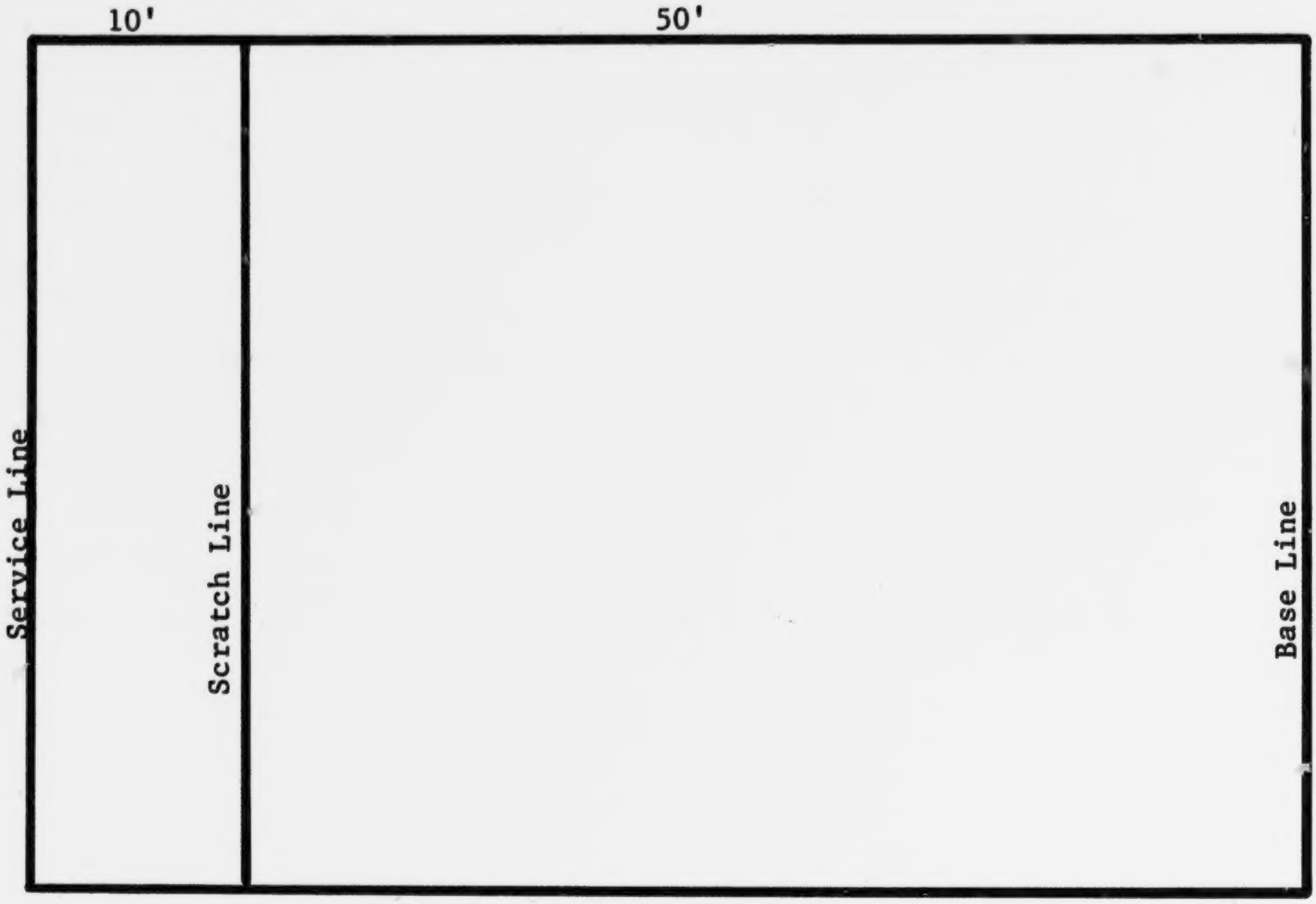
Rollies at Bat

Objectives: To improve in catching a fly ball, in stopping ground balls, in rolling a softball accurately and in batting a ball by throwing it up

Playing Area: Playfield marked as illustrated

Equipment: A softball, a softball bat, and possibly gloves for all the fielders

Description: Players take positions in the field; one player, the batter, tosses the softball into the air and hits it with the bat out into the field. The batter drops his bat and steps behind it. The batter continues to stay at bat until another player earns the right to become the batter. The fielders become the batter by (1) catching a ground or a fly ball and then rolling it across or hitting the bat from where he caught the ball; (2) catching five ground balls while the same batter is at bat; (3) catching three fly balls while the same batter is at bat; (4) catching two fly balls and two ground balls while the same batter is at bat.



Evaluation: Observation

Base On Balls

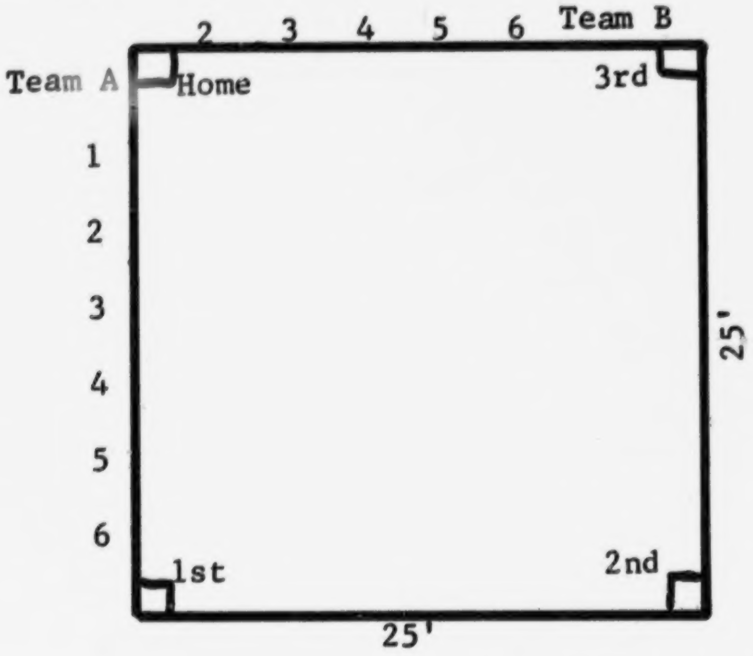
Objectives: To improve in batting and fielding and in running the bases

Playing Area: A softball diamond as illustrated

Equipment: A softball, a softball bat, home plate, three bases and one glove.

Description: Players are divided into two small equal teams and numbered. Team A lines up between home and third base as illustrated. The #1 player on Team A goes to home plate with a softball and bat. The #1 player on Team B goes out into the playing area anywhere he desires. The first player on Team A throws the ball up, hits it into fair territory and runs around the bases. The first player on Team B tries to get the ball and run to home plate. As soon as this happens the runner stops on the last base he touched and scores one point (run) for each base he passed.

The second players on each team take their respective positions and the game continues. All the players should have an opportunity to bat and field. The team with the higher score wins the game.



Evaluation: Observation

Find The Position

Objectives: To acquaint players with the various positions for playing softball.

Playing Area: Softball diamond or similar layout

Description: Select ten players and tell each which position he is to play. On signal, each runs to his position. The remainder of the class, along with the instructor, evaluate the players in the field. The fielders return to the group, on the run. Other players are assigned to positions. Points may be scored for proper location.

Making the Activity More Challenging: Position for playing a left-handed batter, possible bunt, the double play, and other game situations will create interest.

Evaluation: Observation

CLASSIFICATION INDEX

In this section the instructor will find the activities described in this publication indexed by level. The motor skills and Level I basic concepts indicate the primary focus of these activities. In every instance, there are additional skills and concepts that can be developed through participation in each of these activities. By making additional modifications, these same activities can become effective in attacking other problems and in placing emphasis upon other skills and concepts. Regardless of the activity, it is of utmost importance that the instructor know the reason he is using an activity and communicate this to the group in terms they understand.

BASIC CONCEPTS: Level I

Activities	Direction	Intensity	Size	Formations	Self Awareness	Speed	Space
Mat Activities, p. 29-35	X				X	X	X
Busy Bee, p. 36				X	X	X	
Stepping Stones, p. 36	X		X		X	X	X
Knots, p. 37		X		X	X		
Let's Go Fishing, p. 37	X	X	X	X	X	X	X
Activities with Bean Bags, p. 38	X	X	X	X	X	X	X
Talking Drum, p. 39	X	X	X	X	X	X	X
Fun with Beach Balls, p. 40	X	X	X	X	X	X	X
Listen and Do, p. 40	X	X		X	X	X	X
Balance Beam Activities, p. 41-42	X			X	X	X	X
Balance Board Activities, p. 43			X		X		X
Spring Training, p. 44	X	X			X	X	X
Creative Rhythmic Exercises with Balls, p. 44	X	X	X	X	X	X	X
Clean Up Your Own Back Yard, p. 46	X			X	X	X	X
Chase the Animal Around the Circle, p. 47	X	X	X	X	X	X	X
Ball Handling Activities, p. 47-49	X	X	X	X	X	X	X

MOTOR SKILLS: Level I

Activities	Ball Rolling	Ball Bouncing	Throwing	Catching	Dodging	Kicking	Striking	Batting	Locomotion	Balance	Perception
Mat Activities, p. 29-35									X	X	X
Busy Bee, p. 36											X
Stepping Stones, p. 36									X	X	X
Knots, p. 37											X
Let's Go Fishing, p. 37	X	X	X	X	X	X	X	X	X	X	X
Activities with Bean Bags, p. 38			X	X		X					X
Talking Drum, p. 39									X		X
Fun with Beach Balls, p. 40	X	X	X	X		X	X	X			X
Listen and Do, p. 40									X	X	X
Balance Beam Activities, p. 41-42									X	X	X
Balance Board Activities, p. 43										X	X
Spring Training, p. 44			X	X	X			X	X	X	X
Creative Rhythmic Exercises with Balls, p. 44	X	X	X	X		X	X				X
Clean Up Your Own Back Yard, p. 46	X	X	X			X			X		X
Chase the Animal Around the Circle, p. 47			X	X					X		X
Ball Handling Activities, p. 47-49	X	X		X	X	X	X				

MOTOR SKILLS: Level II

Activities	Throwing Underhand	Throwing Overhand	Catching	Object Handling	Kicking	Running	Striking	Pushing	Rolling	Bowling Lead-Up	Batting	Softball Lead-Up	Base Running	Dodging
Bean Bag in Circle, p. 51	X													
Target Toss, p. 51	X													
Bean Bag Toss, p. 52	X													
Back Up, p. 52	X													
Can Can Game, p. 53	X													
Around the World, p. 54	X													
Over the Net (Net Ball) p. 54		X	X	X										
Bocce, p. 55	X													
Keep It Up, p. 55				X										
Kick and Chase, p. 56					X	X								
Triplets, p. 57					X									
Swat to the Right, p. 57						X	X							
Push Ball Relay, p. 58							X							
Batball, p. 58							X							
The Target, p. 59		X												X
Table Football, p. 60				X										
Ball Passing Relay, p. 60				X										

Motor Skills: Level II Activities Continued

Activities	Throwing Underhand	Throwing Overhand	Catching	Object Handling	Kicking	Running	Striking	Pushing	Rolling	Bowling Lead-Up	Batting	Softball Lead-Up	Base Running	Dodging
Billboard, p. 61	X	X												
Circle Stride Ball, p. 61							X							
Balloon Push Ball, p. 62				X										
Hot Potato, p. 62				X										
Beat Ball Overtake, p. 63				X		X								
Bean Bag Distance Throw, p. 63	X	X												
Steal the Base, p. 64		X			X									X
Donkey Dodge Ball (One Old Horse), p. 64		X												X
Running Dodge Ball, p. 65		X												X
Evading Ball, p. 65		X												X
South American Relay, p. 66				X		X								
Come Back Ball, p. 67	X	X	X	X										
Twin Ball, p. 68					X									
Disc Relay, p. 68				X										
Guard the Gate, p. 69	X			X										
Call Ball, p. 69			X											
Knock Them Over (Poison Pins), p. 91									X					
Indian Club Bowling, p. 91									X					

Motor Skills: Level II Activities Continued

Activities	Throwing Underhand	Throwing Overhand	Catching	Object Handling	Kicking	Running	Striking	Pushing	Rolling	Bowling Lead-Up	Batting	Softball Lead-Up	Base Running	Dodging
Human Bowling, p. 92									X					
Table Bowling, p. 92									X	X				
Target Dodge Ball, p. 92									X					X
Bowl in Order, p. 92									X	X				
Hit the Pin, p. 93									X					
Teacher Ball, p. 100	X	X	X											
Touch the Ball, p. 101	X	X	X											
Bomb the Ramparts, p. 101		X	X											
Circle Pass Ball, p. 102		X	X											
Call Ball, p. 102	X	X	X											
Master Ball, p. 103		X	X											
Sky Ball, p. 104		X	X											
Club Guard, p. 104		X	X											
Ten Passes, p. 105		X	X											
Tag Base, p. 105					X	X								
Tee Ball, p. 106											X	X		
Ball on a String, p. 106											X			
Base Tag, p. 107													X	

MOTOR SKILLS: Level III

Activities	Badminton Lead-Up	Golf Lead-Up	Hockey Lead-Up	Shuffleboard Lead-Up	Striking	Kicking	Soccer Lead-Up	Catching	Throwing	Object Handling	Softball Lead-Up	Fielding	Hitting	Bowling Lead-Up	Running	Dodging	Rolling	Volleyball Lead-Up
Simplified Badminton, p. 72	X																	
Clock Golf, p. 72		X																
Deck Floor Hockey, p. 73			X															
Box Hockey, p. 74			X															
Fill the Bank, p. 76				X														
Squad Shuffleboard, p. 76				X														
Balloon Soccer, p. 77					X													
Twin Ball, p. 78						X												
Line Soccer, p. 79						X	X											
Hand Bat Ball, p. 80					X			X										
Mass Deck Tennis, p. 80								X	X									
Four Square, p. 81										X								
Slab Tennis, p. 81					X					X								
Balloon Volleyball, p. 82					X													X
Juggle Volleyball, p. 83																		X

Motor Skills: Level III Continued

Activities	Badminton Lead-Up	Golf Lead-Up	Hockey Lead-Up	Shuffleboard Lead-Up	Striking	Kicking	Soccer Lead-Up	Catching	Throwing	Object Handling	Softball Lead-Up	Fielding	Hitting	Bowling Lead-Up	Running	Dodging	Rolling	Volleyball Lead-Up
Bound Ball, p. 83																		X
Newcomb, p. 84																		X
One Pin Bowling, p. 93														X				
Three Pins, p. 93														X				
Split Down, p. 94														X				
Triangle Bowling, p. 94														X				
Strike or Spare It, p. 94														X				
Backward Bowling, p. 95														X				
Base Bowling, p. 95														X				
Win It, p. 96														X				
Aim Relay, p. 96														X				
Play for Strike, p. 96														X				
Dodge Ball, p. 98									X							X	X	
Basket Bowl, p. 98														X				
Bat V Ball, p. 108					X						X				X			X
Fist Fonge, p. 108					X			X	X		X							X
Punch Ball, p. 109					X						X							
Lykins Ball, p. 109						X		X				X	X					
Bat Ball, p. 110					X						X							

Motor Skills: Level III Continued

Activities	Badminton Lead-Up	Golf Lead-Up	Hockey Lead-Up	Shuffleboard Lead-Up	Striking	Kicking	Soccer Lead-Up	Catching	Throwing	Object Handling	Softball Lead-Up	Fielding	Hitting	Bowling Lead-Up	Running	Dodging	Rolling	Volleyball Lead-Up
Hand Ball, p. 111					X			X	X		X							
Tag Base, p. 111						X						X			X			
Throw It and Run, p. 112								X	X						X			
Hot Box, p. 112								X	X		X				X			
End Ball, p. 113								X	X									
Triangle Ball, p. 114								X			X	X	X		X			
Long Base, p. 114								X	X		X	X	X		X			
One Old Cat, p. 115								X	X		X	X	X		X			
Monkey Ball, p. 116								X			X	X	X					
Home Run Derby, p. 117											X	X	X					
Soccer Baseball, p. 118						X		X	X		X							
Beat Ball, 119								X	X		X				X			
Cork Ball, p. 120									X		X		X					
Work-Up, p. 120								X	X		X	X	X		X			
Rollies at Bat, p. 121								X	X		X	X	X					
Salt and Pepper, p. 121								X	X		X	X	X		X			
Base on Balls, p. 122											X	X	X		X			
Find the Position, p. 123											X							

SELECTED BIBLIOGRAPHY

No source of activities is ever complete; an instructor should constantly seek additional ways to meet the needs of those with whom he works. The sources listed include activities, methods, and other appropriate suggestions to use with the mentally retarded who are given the opportunity to take part in programs of physical education and recreational activities as emphasized in this publication.

Carlson, Bernice Wells and Ginglend, David R. *Recreation for Retarded Teenagers and Young Adults*. Nashville, Tennessee: Abingdon Press, 1968.

The authors suggest new avenues of recreation that will strengthen existing programs and stimulate new programs for making the lives of retarded teenagers and young adults meaningful as well as pleasant. The book summarizes basic social and physical needs of retardates at this age level. It outlines methods and techniques for meeting these needs through music, games, parties, sports, hobbies, and other activities. Experiences are suggested for a variety of situations which include special recreation programs, community projects, and recreation at home.

Cratty, Bryant J. *Developmental Sequences of Perceptual-Motor Tasks*. Freeport, Long Island, New York: Educational Activities, Inc., 1967.

This publication presents appropriate movement activities for neurologically handicapped and mentally retarded children and youth. The emphasis is upon physical education not only as a means of facilitating motor skills and physical fitness, but also as a way of enhancing the learning process for children with intellectual deficits or learning disorders. This publication was initially written for experimental use in response to specific requests by special educators for a guide that could be employed by teachers of educationally handicapped and mentally retarded children. It is a highly useful reference for all interested in providing meaningful motor experiences for the retarded.

Edson, Thomas A. *Tumbling and Roll Progression for Neurologically Handicapped Children*. Santa Ana, California: Pioneer Press, 1968.

A variety of traditional balance and roll (tumbling) activities are organized in progressive sequences for use with special education children--those with cerebral palsy, epilepsy, as well as the withdrawn, autistic, hyperactive, and the poorly coordinated. Most all activities are self-testing and can be highly motivating to these groups. Activities are illustrated with stick figures so the publication can be used by parents, volunteers, and others with little background in physical education and recreation. Teaching hints and suggestions, based on the author's experience, are major contributions.

Frankel, Max G., Happ, F. William, and Smith, Maurice P. *Functional Teaching of the Mentally Retarded.* Springfield, Illinois: Charles C. Thomas, 1966.

This publication helps to answer a long-standing need for an integrated, total approach to teaching the trainable mentally retarded child. The procedures described have stood the test of successful practice of an internationally known school for retarded children. They stem from well-stated and well-grounded objectives and are translated into practical, widely applicable classroom and outdoor activities. A great deal of emphasis is placed upon both motor and perceptual training and upon the integration of the two in a functional approach of teaching the retarded.

Franklin, C.C. and Freeburg, William H. *Diversified Games and Activities of Low Organization for Mentally Retarded Children.* Carbondale, Illinois: Southern Illinois University.

This is a collection of games and activities developed for the Institute Program Series for Leadership Training of Day Camp Directors for Mentally Retarded Children held at Little Grassy Facilities, Southern Illinois University. Contents include sections on dramatizing a story, fun with charades, songs for fellowship and fun, supplementary physical education activities, fun in the water, physical education in the elementary school, and day camping. Additional sections deal with basic principles in teaching physical activities to young children, and child growth and development characteristics and needs.

Godfrey, Barbara and Thompson, Margaret. *Movement Pattern Checklist.* Columbia, Missouri: Kelly Press, Inc., 1966.

These checklists have been devised for evaluating a number of basic movement patterns and can be used as they are or adapted to the needs of a particular situation. Included are a Movement Profile Sheet for summarizing the information from the checklists and a Movement Pattern Checklist for evaluating general elements and deviations of all patterns on a single sheet. Evaluations based on "pattern elements present" and "deviations noted" should be of help to all involved with or interested in determining an individual's movement pattern characteristics and problems.

Gordon, Sol and Golub. *Recreation and Socialization for the Brain Injured Child.* East Orange, New Jersey: New Jersey Association for Brain Injured Children, Central Jersey Section (61 Lincoln Street), 1966.

This book is for parents and specialists who are planning and organizing therapeutically oriented recreational and socialization programs for brain injured children. Outstanding specialists have written individual chapters dealing with a variety of recreational and socialization acitivities for the brain injured, e.g., administration and organization, guide to activities, games and exercises for adolescent boys and girls, swimming, summer day camps, perceptual-motor training programs, guidance for parents, and counseling the parent of the brain injured child.

Handbook for Recreation. Children's Bureau Publication No. 231, Washington, D.C.: U.S. Government Printing Office, Superintendent of Documents, 1965.

The present revision of this Handbook includes numerous suggestions as to how the material may be put to use in homes, schools, and churches, as well as in clubs and community groups. Several classified indexes have been prepared both for ready reference by the trained leader and to help the inexperienced leader. Although this Handbook will be helpful to seasoned leaders in many ways, it is to the increasingly large number of non-professional leaders that it is mainly directed.

Lifetime Sports Education Project. *Ideas for Instruction Series*. Washington, D.C.: American Association for Health, Physical Education, and Recreation (1201 Sixteenth Street, N.W.).

This series include pamphlets on badminton, bowling, golf, tennis, and a Gym Bowl Manual for Instructors.

Pomeroy, Janet. *Recreation for the Physically Handicapped*. New York, N.Y.: Macmillan Co. (60 Fifth Avenue), 1964.

Comprehensive treatment dealing with how the private agency or community itself can begin a recreation program for the handicapped; qualifications and duties of leaders in the program; financing the program; public relations; program planning; transportation; facilities; and equipment. Individual chapters deal with the program activities, including music, dance, arts and crafts, games and sports. Particular emphasis is given to adaptations of activities for the handicapped. A complete bibliography is given by chapter topic.

Recreation and Physical Activity for the Mentally Retarded. Washington, D.C.: American Association for Health, Physical Education, and Recreation (1201 Sixteenth Street, N.W.), 1966.

This publication is the result of the work of a joint committee of the Council for Exceptional Children and the American Association for Health, Physical Education, and Recreation. This manual presents practical, sound approaches to providing recreation and physical activities for the mentally retarded. The material has been prepared with three groups in mind: the physical educator who does not know much about the techniques of working with the mentally retarded; the special educator who has no technical knowledge about teaching recreational and physical activities; and, the parent or volunteer who lacks background and training in both areas.

Recreation for the Mentally Retarded: A Handbook for Ward Personnel. Atlanta, Georgia: Southern Regional Education Board (130 Sixth Street, N.W.), 1964.

This Handbook was developed as part of the Attendant Training Project. Included are sections dealing with philosophy and theory of recreation

for the retarded, the role of the attendant in providing recreation for the retarded, and selecting activities best suited for the retarded. The bulk of the book is devoted to descriptions of a variety of active games, music and rhythms, quiet and table games, arts and crafts, and homemade games and equipment. Space is provided for coding and indexing activities according to the individual subjects.

Regan, Paul R. *Physical Education for the Handicapped Through a Recreation Program of Remedial Sports and Social Activities.* Memphis, Tennessee: John R. Kinnie Printing Co., 1966.

This publication is based on the author's experiences in recreation programs for the handicapped. It has been written and developed for parents of handicapped children; it can be used at the college level to give future teachers a better understanding of work with the handicapped. Chapters deal with swimming, skating, bowling, dancing, archery, putt-putt golf, horse-back riding, arts and crafts, quiet games, and activities for special events. Many practical suggestions and applications are given which will be valuable to the experienced and non-experienced instructor alike.

Robins, Ferris, and Robins, Jennet. *Educational Rhythmics for Mentally Handicapped Children.* New York, N.Y.: Horizon Press (156 Fifth Avenue), 1965.

This book presents the approach of a group in Switzerland in using fundamental rhythms with the retarded. The book is well-illustrated, and explanations of the various movements are well-described. Activities moving from the simple to the more difficult, are of the type known as movement exploration in this country. There is a recent supplement to this edition of the publication.

Sisters of St. Francis Assisi. *Physical Education Curriculum for the Mentally Handicapped.* Milwaukee, Wisconsin: Cardinal Stritch College, 1962.

This guide is based upon the experience gained in teaching the mentally retarded by the Sisters of St. Francis Assisi in the St. Coletta Schools, and presents a sequential curriculum specifically designed for these children. Games and exercises requiring high level organization and complex responses are omitted or presented in modified form. Rhythmic response activities, group games, physical fitness exercises, relays, and self-testing activities are grouped into five functional levels with detailed descriptions, procedures, and teaching suggestions for each. Lists of usable books, filmstrips, and records are appended.

Additional Games and Activities Sources

Many excellent publications are concerned with organizing, administering, and conducting physical education programs at the elementary level and provide appropriate suggestions for conducting activity programs involving the mentally retarded. The reader is referred to any of the following as representative sources of games and activities.

Bancroft, Jesse. *Games*. New York, N.Y.: Macmillan Co. (60 Fifth Avenue), 1937.

Donnelly, Richard; Helms, William G.; and Mitchell, Elmer D. *Active Games and Contests*. Second Edition. New York, N.Y.: Ronald Press (15 E. 26th Street), 1958.

Harbin, E.O. *The Fun Encyclopedia*. Nashville, Tennessee: Abingdon Press (201 Eighth Avenue, S), 1960.

How We Do It Game Book. Washington, D. C.: American Association for Health, Physical Education, and Recreation (1201 Sixteenth Street, N.W.), 1964.

Schwartz, Alvin. *A Parent's Guide to Children's Play and Recreation*. New York, N.Y.: Collier Books (60 Fifth Avenue), 1963.

EVALUATION AND SUGGESTIONS

Identifying Information

Position: ______ Type of Facility in which Employed: ______

Level of Retardates with which Work: ______ Chronological Ages with which Work: ______

Extent of Repetition and Duplication of Already Existing Materials				Practicality and Value of Materials and Contents of the Publication		
Mostly New Material	Some New, Some Old Material	Mostly Repetitious		Very Worthwhile	Adequate	Little Value
			Developing Fundamental Motor Skills			
			Suggested Teaching Techniques			
			Level I Activities			
			Level II Activities			
			Level III Activities			
			Sample Unit-Bowling			
			Sample Unit- Softball			
			Classification Index			
			Selected Bibliography			

Do you find the terminology used within this publication understandable? Yes ___ No ___ If no, explain ______

Do you feel this publication is appropriate for use with the non-retarded? Yes ___ No ___ Clarify ______

How do you feel this publication can be strengthen? (For example, format of activities, organization, etc.) ______

Please return this sheet and pertinent materials you would like considered for inclusion in subsequent revisions of this publication to: Director, Project on Recreation and Fitness for the Mentally Retarded, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D. C., 20036.